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ABSTRACT

Reflective Teaching (RT) is an alternative to the present field-based and campus-based laboratory teaching experiences. This paper briefly describes the initial development and field testing phase of a study of the effectiveness of RT in a variety of instructional settings. Reflective Teaching has the following chief characteristics: (1) small peer groups are established within a class; (2) each member of a group assumes the role of teacher at least once, and each group is taught the same lessons simultaneously by their designated teachers; (3) immediately following the lesson, each group evaluates the lesson via standard measures of achievement and satisfaction, and the teacher and the students reflect on the lesson, guided by a set series of questions; and (4) the entire class is reassembled to share common insights under the leadership of the college instructor. For this study, twenty-seven RT lessons were developed and tested, evaluation instruments were designed and administered, naturalistic observations were conducted, and interviews with college instructors were held to examine RT teaching materials and procedures. Graphs of results and appendices of the evaluation forms are included. (FG)

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The Pre-experimental Development and Field-Testing of Reflective Teaching Lessons

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Abstract

A field test of Reflective Teaching was conducted during the Autumn quarter 1978 in order to:

1) examine Reflective Teaching materials and procedures in natural field settings;
2) determine how individual RTLs were perceived by their users--college instructors, designated teachers, and learners;
3) evaluate the procedures for putting Reflective Teaching into use in natural field settings;
4) revise procedures and materials (instruction manuals, RTLs, and questions for small and large group discussions);
5) select RTLs to be used during the 1979 Spring Quarter evaluation; and
6) collect data about Reflective Teaching to assist in the designing of the hypotheses to be tested during the upcoming evaluation.

Multiple techniques were used to gather the data. These techniques were evaluation forms, observations, and interviews. The results of the data showed that:

1) almost all the RTLs were quite satisfactory with regard to clarity, time, content, testing, and interest;
2) success of the large group discussion was dependent largely upon the college instructor, especially by:
   a) relating the discussion to the content/agenda of the course,
   b) following through with student comments made earlier or during the discussion, and
   c) using the time whenever possible to discuss practical approaches to different situations in order to link the concrete with the theoretical;
3) students had to learn to reflect;
4) after doing several RTLs students became less anxious;
5) five was the best group size;
6) RTLs help students build confidence while experiencing the difficulties of planning and teaching; and
7) some instructors selected RTLs because of content while others because of the process involved.

This paper is one of a series on Reflective Teaching presented at the Annual Meeting of AERA in Boston, Massachusetts in 1980:

1) Williams, E.J. and Kennedy, J.J., "The Effects of Reflective Teaching Relative to Promoting Attitudinal Change."

2) Nott, D.L. and Williams, E.J., "The Experimental Effects of Reflective Teaching on Preservice Teachers' Ability to Identify a Greater Number and Wider Variety of Variables Present During the Act of Teaching."

3) Wilsman, M. and Kennedy, J.J., "Variations in Preservice Teachers' Modes of Reflecting About Teaching According to Their Conceptual Levels and Participation in Reflective Teaching."

4) Holton, J. and Nott, D.L., "The Experimental Effects of Reflective Teaching on Preservice Teachers' Ability to Think and Talk Critically About Teaching and Learning."

Introduction

The concept of Reflective Teaching grew out of the need for additional educationally sound alternatives to present field-based and campus-based laboratory teaching experiences. Cruickshank, the developer, and his staff at Ohio State University, also recognized the need for a more cost effective alternative form than those currently used including microteaching and simulation. That alternative was to become known as Reflective Teaching.

For several years commencing in 1973 the idea of Reflective Teaching was developed, tried, revised and re-tried on a limited scale. By 1977 the idea showed sufficient promise so that a large development and evaluation study seemed warranted and was planned. The study was supported by The Exxon Educational Foundation.[1] This paper briefly describes the initial development and field testing phase of that study with specific focus on how Reflective Teaching Lessons were field tested.

The concept of Reflective Teaching is identified by eight characteristics that express the commitments of its creators. First, Reflective Teaching (RT) is characterized by being a small peer group teaching experience. The groups may be composed of as few as four, but seldom more than six or seven people. Thus in a college class engaging in RT, there will be a number of small groups established. Second, each member of a group serves in the role of teacher (the designated teacher) for the group at least once. Depending on the length of time committed to Reflective Teaching, each group member may assume the role of designated teacher several times. Third, each Reflexive Teaching Lesson or RTL is taught simultaneously by the designated teachers in the class. Thus in a class divided into five learning groups, the same RTL will be taught by five designated teachers. Fourth, each designated teacher strives to plan and teach so as to accomplish learner achievement and learner satisfaction. Fifth, the learners, who are the designated teacher's peers, are asked to be themselves, i.e., to think and act as they normally do when in the role of a learner. Sixth, at the conclusion of the lesson, standard measures of achievement and satisfaction are given to the students. These measures are scored immediately and become a set of data that is used in the reflection session that follows. Seventh, immediately following the Reflective Teaching Lesson, each designated teacher and group of learners reflect on the lesson. The reflection session is guided by a series of questions intended to help the designated teacher and learners reflect on the lesson. At this point data about learning and satisfaction become important information to be used. Eighth, immediately following the small group reflective

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[1]See original proposal to The Exxon Educational Foundation, for a two year grant to evaluate Reflective Teaching, 1977.

session the entire class is assembled to share common insights, and to pose hypotheses about teaching generated in the small group reflective sessions. Large group reflection is enhanced because all students in the class have experienced approximately the same lesson as either a designated teacher or a learner. Similarities and differences among group experiences may, therefore, be identified within a common context, i.e., a particular RTL, and small group reflection on that lesson. The college instructor leads the large group reflection. At this point in the process, principles of teaching and learning can be introduced by the college instructor.

The success of this eight step process depends a great deal on the materials made available to the designated teachers, and the discussion questions used to guide the small and large group reflective sessions.

A day or two prior to a Reflective Teaching experience, each designated teacher receives a Reflective Teaching Lesson. These materials, four to seven pages in length, contain procedural instructions, objectives, a description of lesson content and instruments for measuring student achievement and satisfaction. The RTL becomes a common source, used by each of the designated teachers when planning their lessons.

The small and large group Reflective Session questions are used to focus discussions in particular ways. Some questions are directed to the designated teachers while others are to be answered by the learners. Frequently the questions are parallel causing both teacher and learner to consider the same thing. A sample of parallel questions for the teachers and learners are presented below:

Question to be Answered by the Designated Teacher	Question to be Answered by the Learners
Did the lesson seem to go as planned? Which of your decisions seemed to work out well? Which didn't work out so well? How well do you feel you taught?	How do you feel the lesson went? How well do you think your teacher taught? What did the teacher do that helped you learn or feel satisfied? Can you think of ways the teacher could have helped you even more?

Because Reflective Teaching is so dependent on the RTLs and post RTL discussion questions, it was considered imperative that these materials be developed and field tested prior to their use in the evaluation phase of the study.

During the summer of 1978 the project staff revised a number of RTLs that had been developed previously, developed a number of RTLs, and designed the post RTL discussion questions. During the RTL development period, care was given to the creation of RTLs that represented a valence on three conceptual dimensions arbitrarily called content, type of objective to be taught, and teaching behavior that would likely be used in teaching the lessons. With regard to the

content, some lessons were created that were "content free"--that is they contained content not commonly taught in the professional education curriculum, such as sending coded messages by means of semaphore. Other lessons were created that contained content commonly taught in undergraduate education classes such as a lesson on teaching eleven behaviors identified as having apparent relationships to student achievement. With regard to the type of objectives to be taught, lessons were created that seemed to provide natural conditions for teachers to practice behaviors such as demonstrating, describing, explaining, and so forth.

By September, 1978, materials for twenty-seven different RTLs, and a small group discussion guide containing the post-RTL discussion questions had been developed for use in the field test that academic quarter. In addition evaluation instruments were developed to assess the reaction of designated teachers and learners to the RTLs.

The Field Test

Method

Twenty-five of the twenty-seven RTLs developed were field tested during the autumn of 1978. The purpose of this formative field evaluation of Reflective Teaching was:

1) to examine Reflective Teaching materials and procedures in natural field settings;
2) to determine how individual RTLs were perceived by their users--college instructors, designated teachers, and learners;
3) to evaluate the procedures for putting Reflective Teaching into use in natural field settings;
4) to revise procedures and materials (instruction manuals, RTLs, and questions for small and large group discussions);
5) to select RTLs to be used during the 1979 Spring Quarter evaluation; and
6) to collect data about Reflective Teaching to assist in the designing of the hypotheses to be tested during the upcoming evaluation.

In preparation for the evaluation, during the Summer of 1978 the Exxon Project Staff worked to expand the number of Reflective Teaching Lessons from approximately twelve to twenty-seven. Not only were new Reflective Teaching Lessons developed but the format and conception of what the aims of Reflective Teaching were directed toward were clarified. In addition, toward the end of the summer, the first college instructor's and designated teacher's manuals were written. A revision of the original slide-tape orientation also was created.

The procedures for the field test outlined below were undertaken to fulfill the purposes, however, there was no one-to-one correspondence between the purposes and procedures. For example, evaluation forms and observations were used in order to examine Reflective Teaching materials and procedures in natural field settings. The formative evaluation was conducted in a variety of undergraduate preservice teacher education classes at The Ohio State University:

four sections of a secondary general methods course (Ed.F.&R. 435), six sections of the sophomore level Professional Introduction to Education (P.I.E.) course, and two sections of a general methods course for elementary education students (EMCE 460-461). In addition, former Ohio State students who were Assistant Professors of Education at the University of Nebraska at Omaha, and at Madison University in Virginia also agreed to use the materials in their classes and to participate in this evaluation process. Such cooperation from instructors gave the Project Staff a base from which to build the formative evaluation of Reflective Teaching. However, it was also necessary to evaluate each of the available RTLs, especially the newly developed ones, and to both observe the use of the RTLs in the natural settings and develop evaluation materials and procedures so the perceptions of the various users of the Reflective Teaching Lessons could be systematically gathered.

Altogether data on use of twenty-five RTLs were collected from 308 designated teachers and 1044 learners; some designated teachers and learners were involved with more than one RTL.

Multiple techniques were used for gathering the data. First, evaluation forms (see Appendix A) were completed by designated teachers and learners after the RTLs had been taught but before initiating either the small or large group discussions. (Forms were also used to evaluate the discussions but because of incomplete or missing data they were not analyzed.) Second, Reflective Teaching Project staff members observed the RTLs in use. Detailed notes were taken on selected qualitative and quantitative aspects of the RTL episodes, i.e., interaction and questioning patterns, and the number of students who participated. The observations were finally recorded on a form (Appendix B) and filed with other data for each RTL. Finally, follow-up interviews were held with ten of the college instructors who were responsible for the sections in which RTLs were used.

The data thus obtained from designated teachers, learners and college instructors (1) provided information for revision of RTLs, as well as small and large group discussion questions and manuals (college instructor's and student's); (2) provided a basis for the development of hypotheses for the Spring Quarter Study; and (3) provided data for the selection of RTLs for the study.

Results

Examination of parallel items on the designated teacher and learner evaluation forms for the RTLs (see Appendix C) revealed that at least 50% of both designated teachers and learners:

1) rated the RTLs higher than 5 using a scale from 1 to 10--"awful" to "great";
2) rated the RTLs as being somewhat or very challenging;
3) agreed there was enough time to teach/learn in all the RTLs;
4) found almost all of the RTLs interesting to teach or learn;
5) agreed the subject matter of the RTLs was appropriate;
6) believed that the content of the RTLs was learned;

7) were not familiar with the content of most of the RTLs;
8) rated the tests in the RTLs as fair or very fair; and
9) felt the tests for the RTLs were neither too easy nor too difficult.

It must be noted that several of the RTLs received negative ratings by the designated teachers and/or learners (Redification, The Mirror Image, Effective Schools, Chemopatetics, Bowline, and The Vocabulary Tasks); however since these RTLs were only used by one class, the staff decided it would be best not to remove these from the aggregate until further evaluation of them could be made.

The observations by Reflective Teaching staff members were found valuable in providing specific information about Reflective Teaching that the evaluation forms did not provide. The staff was able to gather information about why participants found certain RTLs interesting or uninteresting, and why a lesson might be found to be beneficial but not the discussion or vice versa. It seemed clear from the observation of Reflective Teaching that the success or failure of the large group discussion depended largely upon the college instructor.

The college instructor interviews focused on finding out (1) what RT was like when used, (2) what can be learned from using RTLs, (3) what makes a lesson good or bad, (4) selection of RTLs, (5) improvement of Reflective Teaching and, (6) how, if at all, Reflective Teaching augmented, complemented, or detracted from their intended classroom or course curriculum.

During the interviews instructors suggested among other thing that in order to obtain the most from the large group discussion it was necessary (1) to relate the content of the large group discussion to the content of the course, (2) to follow through with student ideas and comments made earlier or during the discussion, (3) to use this time to discuss practical approaches to different problems, and (4) to use the lessons to link the concrete with the theoretical.

In addition the staff found from interview data that: after several RTLs students became less anxious about teaching; students had to learn how to reflect; five students was the most appropriate since with five students felt the responsibility to contribute to the group; some instructors selected the RTLs by content while others were more concerned with the process involved; and by having the opportunity to actually teach, students were able to experience the difficulties of planning and teaching while building confidence.

The interviews and observations provided the best data for evaluating the small and large group discussions. From these interviews and observations, the staff decided that the small group discussion questions should be fewer in number, more general, more carefully sequenced, and should allow time for the participants first to express their feelings and views about what occurred during the lesson before turning the discussion toward such things as identifying factors/variables that affected the teaching/learning process.

During the field test, the staff was looking for RTLs with the greatest potential for the upcoming evaluation. To put it even more specifically, the staff was looking for six RTLs that were the richest--that is, RTLs that touch on a variety of levels of learning, a variety of important teaching skills, a variety of teacher concerns, and a variety of different learning requirements.

From the group of 27 RTLs, the staff culled 12 that seemed to have had the greatest success during the tryout. The twelve had provided for good discussions, had seemed to fit the curricula of the various courses in which they had been tested, had been provocative of what appear to be real teaching issues. The initial twelve were:

1) The John Dewey Task
2) The Good Teacher Task
3) The Origami Task
4) The Semaphore Task
5) The Drug Task
6) The Castle Task
7) The Freckles and Film Task
8) The Modular Arithmetic Task
9) Magic Squares Task
10) The Memory and Forgetfulness Task
11) The Time Task
12) The Clerihew Task

The next problem was to reduce the list of twelve to a list of six. The staff members made a chart on which they attempted to organize as much information as possible about the individual RTLs. Along the left edge of the chart, each of the twelve RTLs was listed. Along the top of the chart a series of categories was listed. It was hoped that these categories would include enough information about the "richness" of the individual RTLs to make the selection as reasonable as possible. Here are the categories:

1) Teacher Behavior--that is, what behavior or behaviors the teacher needs to engage in to teach the RTL;
2) How learning is measured--that is, what form of evaluation is used to check teaching;
3) Kind of Student Involvement--what sorts of things might a student need to do during the teaching of the RTL;
4) Subject Matter Relationship--that is, how does the content of the RTL relate to teacher education curriculum, special area curriculum, etc.;
5) Discussion which emerged--that is, what kinds of things came up during the discussions and reflective sessions; and
6) Domain--that is, which of Bloom's categories does the RTL fill?

The staff set about filling in the cells of the resulting grid. The goal of this exercise was to illuminate a comparison among the RTLs and to suggest as many different ways of looking at the various RTLs as possible. The staff was trying to get at the elusive qualities that make one RTL "better" than another. In brief, the staff made its selection on a careful discussion of the material recorded on the chart. This finally came down to a matter of intuition and judgment on the part of the staff.

These RTLs were finally chosen:

1) The John Dewey Task
2) The Good Teacher Task

3) The Origami Task
4) The Time Task
5) The Castle Task
6) The Magic Squares Task

Discussion of Field Test data on the six RTLs used during the field experiment follows. When comparing mean overall responses from the evaluation forms[2], Graph 1 in Figure 1, designated teachers and learners for the six RTLs selected for the experimental study, one finds that RTLs 5, 11, and 21 have a lower rating (using a scale of 1-10 with 10 the best) than RTLs 7, 10, 12.

Insert Figure 1 about here

More specifically, when comparing items evaluating each RTL according to "time to teach/learn," "satisfaction of the activity," and the "challenge involved," (Graphs 2, 3, &4), there is a consensus that for "time to teach/learn" (the material was adequate); designated teachers and learners were more satisfied with RTLs 7, 10, and 12 but not as satisfied with RTLs 5, 11, 21. This is in accord with the overall ratings. The learners found these RTLs somewhat "challenging," with a similar response from the designated teachers, however, the DTs found RTLs 5, 10, and 11 more "challenging to teach" than 7, 12, and 21.

Insert Figure 2 about here

In agreement with the overall ranking, (Graph 5) disclose that RTLs 7, 10, and 12 have content of the most interest. No other clear cut pattern follows for the other content items but some specifics do show up. Learners thought the content of RTL #11 was easy to learn but the designated teachers found it difficult to teach, Graph 6; learners thought the subject matter was less worthwhile in comparison with the other RTLs (Graph 7); learners revealed in Graph 8 that content was somewhat familiar whereas the designated teachers found it somewhat new. RTL #10 has the least familiar content (Graph 8) and in addition in Graph 9 designated teachers thought their learners learned less. The most learning was perceived to occur in RTLs 7 and 12, the least in 5, 10, as shown by Graph 9. RTL #21 shows a difference in perception between designated teachers and learners as far as the value/worth of the content, Graph 7. Both groups rate the worth of the content lower for RTLs 7 and 11, and both rate RTL #7 as difficult to teach/learn, Graph 6, with the others being somewhere between difficult and easy.

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[2]See Appendix A for copies of the evaluation forms used by designated teachers and learners. Items one through fifteen on the graphs correspond to items on the evaluation forms included in the appendix.

Insert Figure 3 about here

Examination of Graph 10 reveals that designated teachers and learners expressed similar views about test difficulty for all the RTLs except 12 and 21 which were reversed. The tests for RTLs 5, 10, 12, and 21 were perceived as being more difficult than the others. When comparing test fairness, as shown by Graph 11, for designated teachers and learners, it becomes apparent that RTL #11 is the deviant--designated teachers thought this test was more fair than the others, leaving the tests for 5, 10, and 21 for further examination. It might be worth noting that designated teachers and learners perceived that RTL #11 had the easiest as well as the fairest test.

Insert Figure 4 about here

These views could be due to the fact that for RTL #11 teachers were assessing attitude change regarding statements about time but in the other RTLs the tests were more content specific.

Conclusion

The purpose of the formation field evaluation was to examine as carefully and on as many dimensions as possible the actual and natural use of Reflective Teaching in a variety of instructional settings on the OSU campus. Evaluation instruments were designed and administered, naturalistic observations were conducted, and interviews with college instructors were held in order to examine Reflective Teaching materials and procedures as used in their natural settings; evaluate the procedures; determine how RTLs were perceived by their users; revise procedures and materials; select RTLs to be used during the Spring Quarter Study; and assist in the designing of hypothesis to be tested during the study.

From the evaluation instruments, observations, and interviews the staff found:

1) almost all the RTLs were quite satisfactory with regard to clarity, time, content, testing, and interest;
2) success of the large group discussion was dependent largely upon the college instructor, especially by:

   a) relating the discussion to the content/agenda of the course,
   b) following through with student comments made earlier or during the discussion, and
   c) using the time whenever possible to discuss practical approaches to different situations in order to link the concrete with the theoretical;

3) students had to learn to reflect;
4) after doing several RTLs students became less anxious;
5) five was the best group size;
6) RTLs help students build confidence while experiencing the difficulties of planning and teaching; and
7) some instructors selected RTLs because of the content while others because of the process involved.

In addition the staff found the small group discussion questions were too specific, too numerous, and improperly sequenced.

Out of this careful scrutiny, the project staff was able to make appropriate revision of materials and procedures--and put together guides for potential users of Reflective Teaching that contained the best information available at that time, incorporating the ideas previously mentioned along with giving specifics on how to prepare students for RT and suggesting alternative ways to use RTLs.

The following information is true for Figures 1-4.

RTLs:

#5: The Good Teacher Task, N = 51(D.T.), N = 170(L)

#7: The Castle Task, N = 24(D.T.), N = 85(L)

#10: The Origami Task, N = 27(D.T.), N = 117(L)

#11: The Time Task, N = 13(D.T.), N = 40(L)

#12: The Magic Squares Task, N = 11(D.T.), N = 54(L)

#21: The John Dewey Task, N = 22(D.T.), N = 89(L)

where: D.T. = Designated Teacher
L = Learner

FIGURE 1

Graph 1

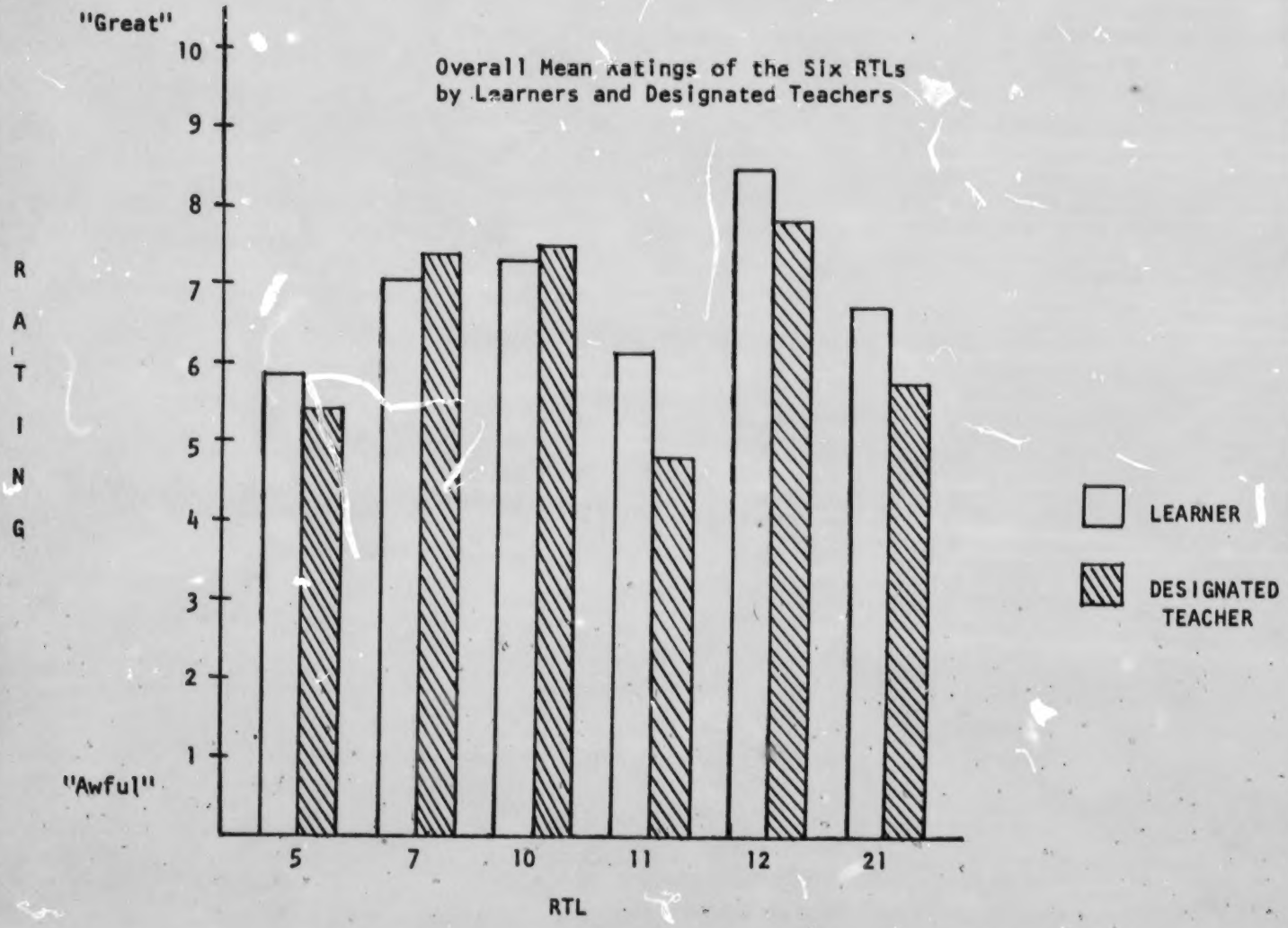
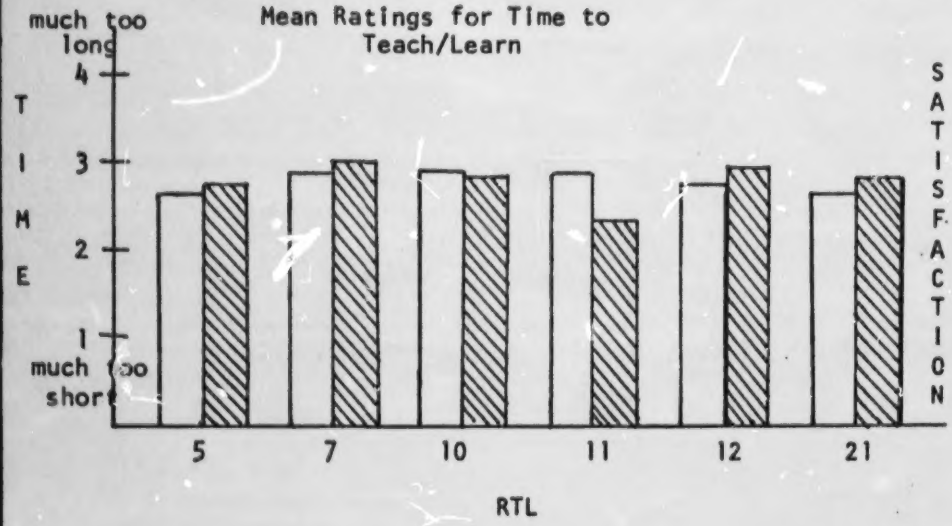


FIGURE 2

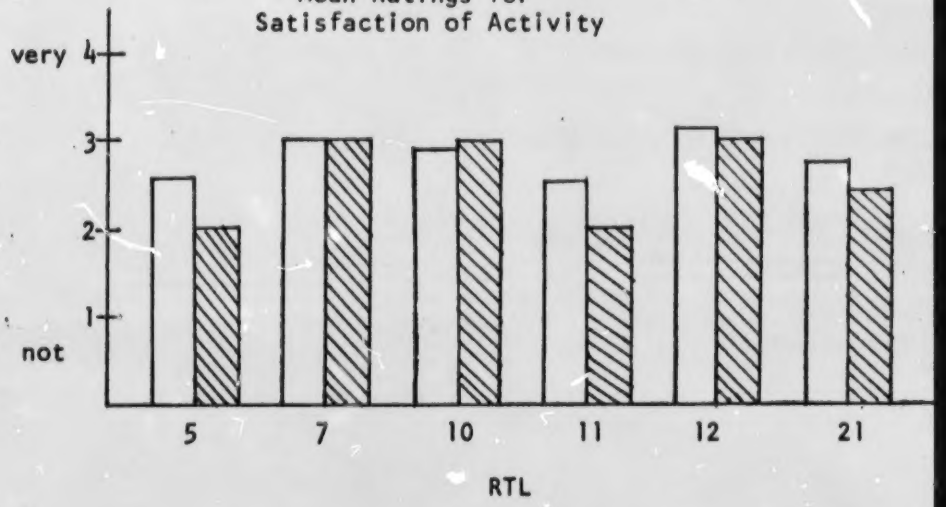
Graph 2

Mean Ratings for Time to Teach/Learn



Graph 3

Mean Ratings for Satisfaction of Activity



Graph 4

Mean Ratings for Challenge Involved in RTL

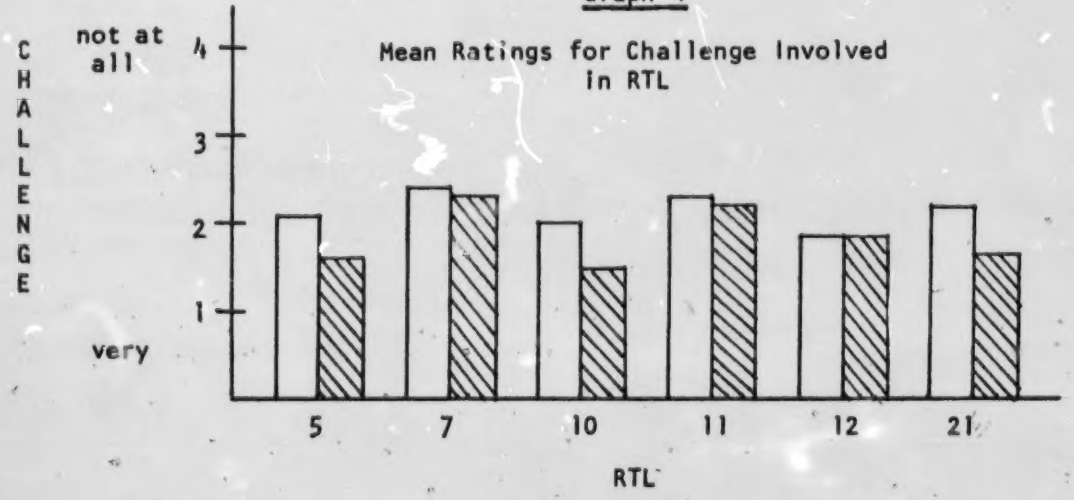
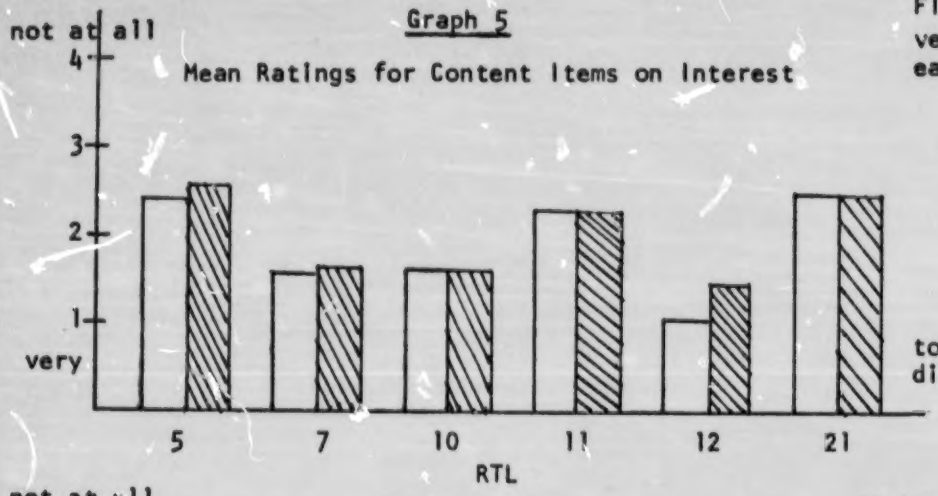


FIGURE 3

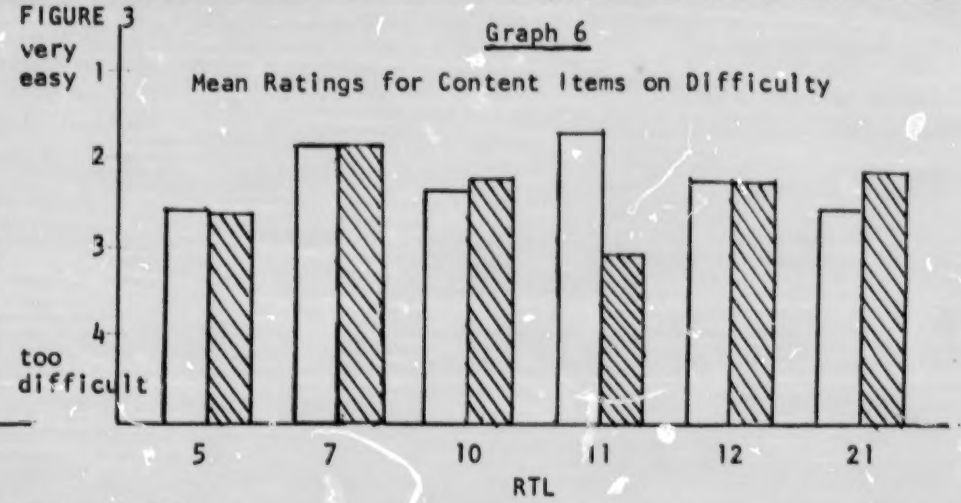
Graph 5

Mean Ratings for Content Items on Interest



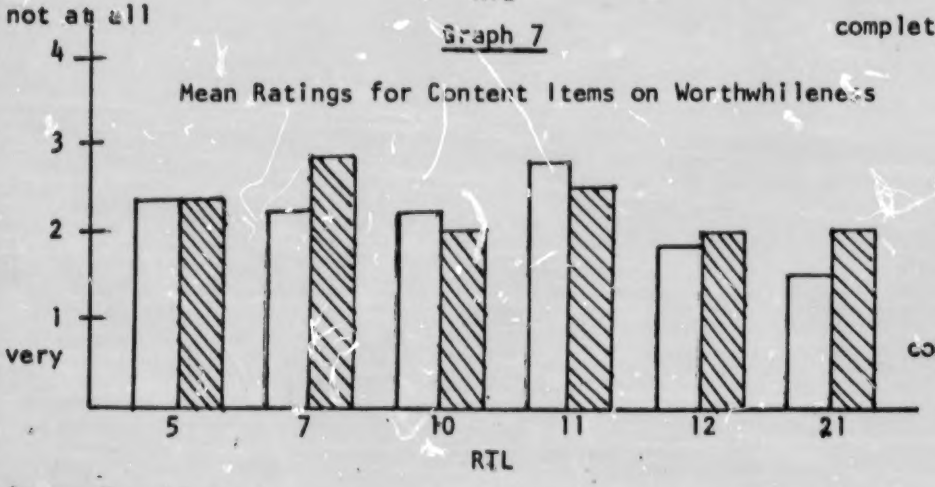
Graph 6

Mean Ratings for Content Items on Difficulty



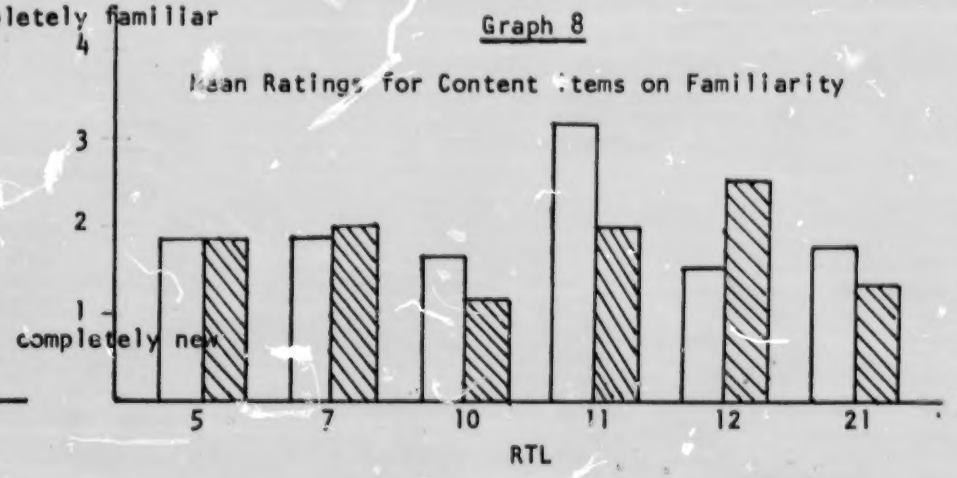
Graph 7

Mean Ratings for Content Items on Worthwhileness



Graph 8

Mean Ratings for Content Items on Familiarity



Graph 9

Mean Ratings for Content Items on Learning

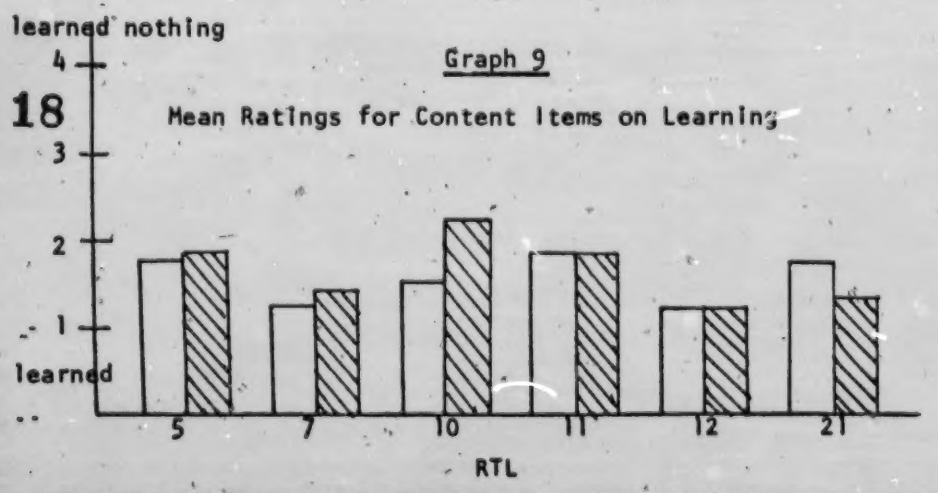
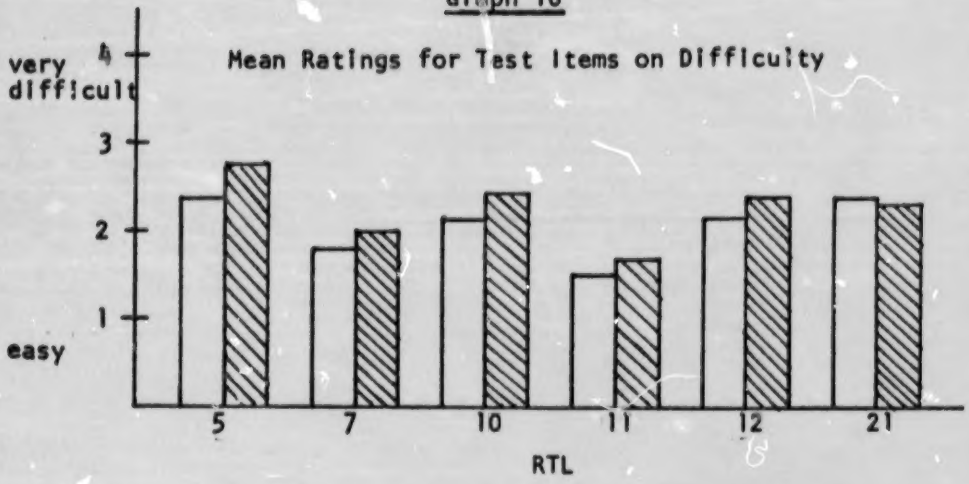
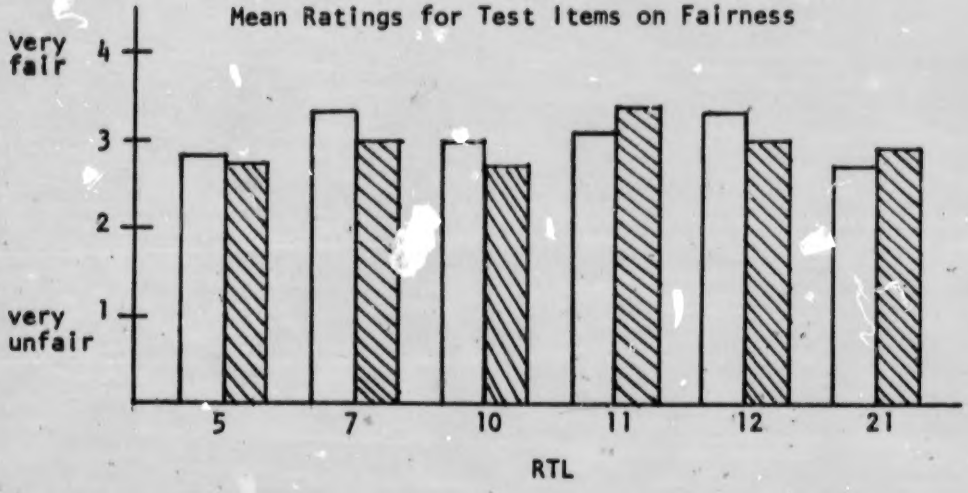


FIGURE 4

Graph 10



Graph 11



APPENDIX A

Forms Used to Evaluate RTLs by
Designated Teachers and Learners

NOT TO BE REPRODUCED WITHOUT PERMISSION
D.R. Cruickshank
Ohio State University

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   _____very interesting to do?
   _____interesting to do?
   _____not very interesting to do?
   _____not at all interesting to do?

2. Was the subject to be learned
   _____too difficult to learn?
   _____difficult to learn?
   _____easy to learn?
   _____very easy to learn?

3. Was the subject matter or experience provided
   _____very worthwhile?
   _____worthwhile?
   _____not worthwhile?
   _____not at all worthwhile?

4. Was the time provided to learn
   _____much too short?
   _____too short?
   _____long enough?
   _____much too short?

5. The content of the RTL was
   _____completely new to me.
   _____somewhat new to me.
   _____somewhat familiar.
   _____completely familiar.

6. If the RTL had a test was it
   _____very easy?
   _____easy?
   _____difficult?
   _____very difficult?

7. If the RTL had a test it was
   _____very unfair.
   _____unfair.
   _____fair.
   _____very fair.

8. To what extent do you think you learned what was being taught?
   _____I learned.
   _____I learned a little.
   _____I learned very little.
   _____I learned nothing.

9. Were you satisfied with this RTL as a <u>learning</u> activity?
   _____not at all satisfied.
   _____not satisfied.
   _____satisfied.
   _____very satisfied.

10. Learning in this RTL was
    _____very challenging.
    _____somewhat challenging.
    _____not very challenging.
    _____not at all challenging.

11. Overall rate this RTL from 1-10

1_____("Awful")	6_____
2_____	7_____
3_____	8_____
4_____	9_____
5_____	10_____("Great")

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Ohio State University

REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   _____ very interesting
   _____ interesting
   _____ not very interesting
   _____ not at all interesting

2. Was the subject to be taught?
   _____ too difficult to teach
   _____ difficult to teach
   _____ easy to teach
   _____ very easy to teach

3. Was the subject matter you taught or the experience you provided?
   _____ very worthwhile
   _____ worthwhile
   _____ not worthwhile
   _____ not at all worthwhile

4. Was the time provided to teach?
   _____ much too short
   _____ too short
   _____ long enough
   _____ much too long

5. The content of this RTL was?
   _____ completely new to me
   _____ somewhat new to me
   _____ somewhat familiar
   _____ completely familiar

6. If the RTL had a test was it?
   _____ very easy
   _____ easy
   _____ difficult
   _____ very difficult

7. If the RTL had a test was it?
   _____ very unfair
   _____ unfair
   _____ fair
   _____ very fair

8. To what extent do you think what was taught was learned?
   _____ the learners learned
   _____ the learners learned a little
   _____ the learners learned very little
   _____ the learners learned nothing

9. Were you satisfied with this RTL as a <u>teaching</u> activity?
   _____ not at all satisfied
   _____ not satisfied
   _____ satisfied
   _____ very satisfied

10. Teaching this RTL was?
    _____ very challenging
    _____ somewhat challenging
    _____ not very challenging
    _____ not at all challenging

11. Was your teaching objective?
    _____ very clear
    _____ clear
    _____ unclear
    _____ very unclear

12. Was the "material" provided?
    _____ very inadequate
    _____ inadequate
    _____ adequate
    _____ very adequate

13. Evaluating learning was?
    _____ not at all time consuming or difficult
    _____ not very time consuming or difficult
    _____ time consuming and difficult
    _____ very time consuming and difficult

14. Planning this RTL was?
    _____ very time consuming and difficult
    _____ time consuming and difficult
    _____ not very time consuming or difficult
    _____ not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    _____1 (awful) _____6
    _____2 _____7
    _____3 _____8
    _____4 _____9
    _____5 _____10 (great)

16. Briefly, what did you learn about teaching from this experience?

APPENDIX B

Observation Form Used by
Observers to Evaluate RTLs

Your Name _____

Title of RTL _____ Number _____
Observation Site _____

What are the strengths of the RTL?

What needs to be changed?

Why?

From your observation-what ideas could give guidance to instructors when using this RTL? (For possible use as an introduction for each RTL)

Notes on the Teacher's Agenda were placed on back.

APPENDIX C

Desi[illegible]ted Teacher and Learner Evaluation Forms for ATI RTLs

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Ohio State University

REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 4 very interesting
   - 24 interesting
   - 11 not very interesting
   - 2 not at all interesting

2. Was the subject to be taught?
   - 1 too difficult to teach
   - 16 difficult to teach
   - 20 easy to teach
   - 4 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 5 very worthwhile
   - 18 worthwhile
   - 17 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 1 much too short
   - 4 too short
   - 35 long enough
   - 1 much too long

5. The content of this RTL was?
   - 11 completely new to me
   - 9 somewhat new to me
   - 14 somewhat familiar
   - 7 completely familiar

6. If the RTL had a test was it?
   - 2 very easy
   - 12 easy
   - 10 difficult
   - 1 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 1 unfair
   - 18 fair
   - 3 very fair

8. To what extent do you think what was taught was learned?
   - 15 the learners learned
   - 13 the learners learned a little
   - 10 the learners learned very little
   - 1 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 2 not at all satisfied
   - 6 not satisfied
   - 27 satisfied
   - 6 very satisfied

10. Teaching this RTL was?
    - 11 very challenging
    - 24 somewhat challenging
    - 6 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 10 very clear
    - 27 clear
    - 3 unclear
    - 1 very unclear

12. Was the "material" provided?
    - 6 very inadequate
    - 4 inadequate
    - 27 adequate
    - 4 very adequate

13. Evaluating learning was?
    - 15 not at all time consuming or difficult
    - 23 not very time consuming or difficult
    - 2 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 3 time consuming and difficult
    - 26 not very time consuming or difficult
    - 10 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	9	6
0	2	3	7
1	3	10	8
3	4	3	9
8	5	3	10 (great)

16. Briefly, what did you learn about teaching from this experiance?

mean = 6.7

n = 40

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Ohio State University

REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   - 8 very interesting
   - 17 interesting
   - 2 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 13 difficult to teach
   - 14 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 1 very worthwhile
   - 14 worthwhile
   - 11 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 1 much too short
   - 8 too short
   - 18 long enough
   - 0 much too long

5. The content of this RTL was?
   - 24 completely new to me
   - 3 somewhat new to me
   - somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 9 easy
   - 16 difficult
   - 1 very difficult

7. If the RTL had a test was it?
   - 2 very unfair
   - 4 unfair
   - 19 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 14 the learners learned
   - 8 the learners learned a little
   - 4 the learners learned very little
   - 1 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 3 not at all satisfied
   - 2 not satisfied
   - 19 satisfied
   - 3 very satisfied

10. Teaching this RTL was?
    - 8 very challenging
    - 17 somewhat challenging
    - 2 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 10 very clear
    - 15 clear
    - 2 unclear
    - 1 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 1 inadequate
    - 22 adequate
    - 2 very adequate

13. Evaluating learning was?
    - 7 not at all time consuming or difficult
    - 16 not very time consuming or difficult
    - 3 time consuming and difficult
    - 1 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 7 time consuming and difficult
    - 13 not very time consuming or difficult
    - 7 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 1 1 (awful)
    - 1 2
    - 0 3
    - 3 4
    - 4 5
    - 3 6
    - 2 7
    - 9 8
    - 3 9
    - 1 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 6.5

n = 27

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Ohio State University

REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 2 very interesting
   - 11 interesting
   - 0 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 2 difficult to teach
   - 11 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 8 worthwhile
   - 5 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 2 too short
   - 11 long enough
   - 0 much too long

5. The content of this RTL was?
   - 8 completely new to me
   - 3 somewhat new to me
   - 1 somewhat familiar
   - 2 completely familiar

6. If the RTL had a test was it?
   - 2 very easy
   - 10 easy
   - 0 difficult
   - 1 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 10 fair
   - 3 very fair

8. To what extent do you think what was taught was learned?
   - 10 the learners learned
   - 3 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 1 not satisfied
   - 11 satisfied
   - 1 very satisfied

10. Teaching this RTL was?
    - 2 very challenging
    - 8 somewhat challenging
    - 3 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 5 very clear
    - 8 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 6 inadequate
    - 10 adequate
    - 3 very adequate

13. Evaluating learning was?
    - 6 not at all time consuming or difficult
    - 7 not very time consuming or difficult
    - 0 time consuming and difficult
    - 2 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 2 time consuming and difficult
    - 8 not very time consuming or difficult
    - 2 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 0 3
    - 0 4
    - 2 5
    - 2 6
    - 2 7
    - 4 8
    - 0 9
    - 3 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.5

n = 13

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 2 very interesting
   - 9 interesting
   - 4 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 7 difficult to teach
   - 8 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 9 worthwhile
   - 6 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 1 too short
   - 11 long enough
   - 3 much too long

5. The content of this RTL was?
   - 2 completely new to me
   - 3 somewhat new to me
   - 10 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 5 easy
   - 8 difficult
   - 1 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 4 unfair
   - 10 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 3 the learners learned
   - 10 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 1 not at all satisfied
   - 4 not satisfied
   - 10 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 11 somewhat challenging
    - 4 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 1 very clear
    - 13 clear
    - 1 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 1 very inadequate
    - 4 inadequate
    - 10 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 2 not at all time consuming or difficult
    - 12 not very time consuming or difficult
    - 0 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 6 time consuming and difficult
    - 7 not very time consuming or difficult
    - 1 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

1	1 (awful)	5	6
0	2	2	7
1	3	1	8
0	4	1	9
3	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 5.7

n = 14

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 3 very interesting
   - 19 interesting
   - 24 not very interesting
   - 6 not at all interesting

2. Was the subject to be taught?
   - 3 too difficult to teach
   - 28 difficult to teach
   - 16 easy to teach
   - 4 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 2 very worthwhile
   - 35 worthwhile
   - 9 not worthwhile
   - 6 not at all worthwhile

4. Was the time provided to teach?
   - 4 much too short
   - 12 [illegible]o short
   - 36 [illegible]ng enough
   - 0 much too long

5. The content of this RTL was?
   - 21 completely new to me
   - 15 somewhat new to me
   - 15 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 16 easy
   - 31 difficult
   - 4 very difficult

7. If the RTL had a test was it?
   - 2 very unfair
   - 12 unfair
   - 37 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 19 the learners learned
   - 22 the learners learned a little
   - 10 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 6 not at all satisfied
   - 20 not satisfied
   - 23 satisfied
   - 3 very satisfied

10. Teaching this RTL was?
    - 16 very challenging
    - 25 somewhat challenging
    - 7 not very challenging
    - 2 not at all challenging

11. Was your teaching objective?
    - 12 very clear
    - 28 clear
    - 11 unclear
    - 1 very unclear

12. Was the "material" provided?
    - 3 very inadequate
    - 8 inadequate
    - 37 adequate
    - 4 very adequate

13. Evaluating learning was?
    - 11 not at all time consuming or difficult
    - 28 not very time consuming or difficult
    - 9 time consuming and difficult
    - 1 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 13 time consuming and difficult
    - 31 not very time consuming or difficult
    - 6 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

1	1 (awful)	10	6
3	2	6	7
6	3	8	8
5	4	3	9
8	5	1	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 5.6

n = 51

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   - 6 very interesting
   - 9 interesting
   - 4 not very interesting
   - 1 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 3 difficult to teach
   - 11 easy to teach
   - 6 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 2 very worthwhile
   - 12 worthwhile
   - 6 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 2 too short
   - 15 long enough
   - 3 much too long

5. The content of this RTL was?
   - 12 completely new to me
   - 5 somewhat new to me
   - 2 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 2 very easy
   - 11 easy
   - 7 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 2 unfair
   - 14 fair
   - 4 very fair

8. To what extent do you think what was taught was learned?
   - 15 the learners learned
   - 4 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 1 not at all satisfied
   - 1 not satisfied
   - 14 satisfied
   - 4 very satisfied

10. Teaching this RTL was?
    - 2 very challenging
    - 15 somewhat challenging
    - 2 not very challenging
    - 1 not at all challenging

11. Was your teaching objective?
    - 8 very clear
    - 12 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 1 inadequate
    - 13 adequate
    - 4 very adequate

13. Evaluating learning was?
    - 5 not at all time consuming or difficult
    - 12 not very time consuming or difficult
    - 2 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 1 time consuming and difficult
    - 13 not very time consuming or difficult
    - 5 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

1	1 (awful)	6	
0	2	5	7
1	3	5	8
0	4	4	9
2	5	1	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.1

n = 20

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 7 very interesting
   - 15 interesting
   - 2 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 1 difficult to teach
   - 16 easy to teach
   - 5 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 20 worthwhile
   - 3 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 1 too short
   - 21 long enough
   - 2 much too long

5. The content of this RTL was?
   - 11 completely new to me
   - 7 somewhat new to me
   - 4 somewhat familiar
   - 2 completely familiar

6. If the RTL had a test was it?
   - 2 very easy
   - 20 easy
   - 2 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 1 very unfair
   - 0 unfair
   - 21 fair
   - 2 very fair

8. To what extent do you think what was taught was learned?
   - 17 the learners learned
   - 5 the learners learned a little
   - 2 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 1 not at all satisfied
   - 1 not satisfied
   - 17 satisfied
   - 5 very satisfied

10. Teaching this RTL was?
    - 2 very challenging
    - 13 somewhat challenging
    - 9 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 10 very clear
    - 13 clear
    - 1 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 1 very inadequate
    - 4 inadequate
    - 12 adequate
    - 7 very adequate

13. Evaluating learning was?
    - 10 not at all time consuming or difficult
    - 10 not very time consuming or difficult
    - 2 time consuming and difficult
    - 2 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 2 time consuming and difficult
    - 14 not very time consuming or difficult
    - 7 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	3	6
0	2	1	7
2	3	6	8
0	4	5	9
3	5	4	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.5

n = 24

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 1 interesting
   - 2 not very interesting
   - 1 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 3 difficult to teach
   - 1 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 0 worthwhile
   - 2 not worthwhile
   - 2 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 4 long enough
   - 0 much too long

5. The content of this RTL was?
   - 3 completely new to me
   - 0 somewhat new to me
   - 1 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 0 easy
   - 2 difficult
   - 2 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 2 unfair
   - 2 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 1 the learners learned
   - 2 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 2 not at all satisfied
   - 0 not satisfied
   - 1 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 3 very challenging
    - 0 somewhat challenging
    - 0 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 3 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 1 inadequate
    - 0 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 0 not at all time consuming or difficult
    - 2 not very time consuming or difficult
    - 0 time consuming and difficult
    - 1 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 2 time consuming and difficult
    - 0 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 1 1 (awful)
    - 1 2
    - 0 3
    - 0 4
    - 0 5
    - 0 6
    - 1 7
    - 1 8
    - 0 9
    - 0 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 4.5

n = 4

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Ohio State University

REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 1 interesting
   - 4 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 0 difficult to teach
   - 2 easy to teach
   - 3 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 3 worthwhile
   - 1 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 1 too short
   - 3 long enough
   - 1 much too long

5. The content of this RTL was?
   - 0 completely new to me
   - 2 somewhat new to me
   - 2 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 4 easy
   - 0 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 4 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 4 the learners learned
   - 0 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 3 not satisfied
   - 2 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 1 somewhat challenging
    - 1 not very challenging
    - 2 not at all challenging

11. Was your teaching objective?
    - 1 very clear
    - 3 clear
    - 0 unclear
    - 1 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 1 inadequate
    - 2 adequate
    - 3 very adequate

13. Evaluating learning was?
    - 0 not at all time consuming or difficult
    - 5 not very time consuming or difficult
    - 0 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 0 time consuming and difficult
    - 3 not very time consuming or difficult
    - 2 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 0 3
    - 2 4
    - 1 5
    - 1 6
    - 0 7
    - 0 8
    - 0 9
    - 0 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 4.8

n = 4

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   - 10 very interesting
   - 16 interesting
   - 1 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 17 difficult to teach
   - 9 easy to teach
   - 1 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 4 very worthwhile
   - 19 worthwhile
   - 4 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 2 too short
   - 25 long enough
   - 1 much too long

5. The content of this RTL was?
   - 22 completely new to me
   - 3 somewhat new to me
   - 1 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 7 easy
   - 9 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 2 unfair
   - 2 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 17 the learners learned
   - 7 the learners learned a little
   - 3 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 2 not satisfied
   - 24 satisfied
   - 1 very satisfied

10. Teaching this RTL was?
    - 11 very challenging
    - 13 somewhat challenging
    - 3 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 10 very clear
    - 15 clear
    - 2 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 3 very inadequate
    - 12 inadequate
    - 10 adequate
    - 2 very adequate

13. Evaluating learning was?
    - 8 not at all time consuming or difficult
    - 14 not very time consuming or difficult
    - 5 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 4 very time consuming and difficult
    - 9 time consuming and difficult
    - 13 not very time consuming or difficult
    - 1 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 0 3
    - 0 4
    - 3 5
    - 3 6
    - 6 7
    - 9 8
    - 4 9
    - 2 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.5

n = 27

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 2 very interesting
   - 8 interesting
   - 3 not very interesting
   - 1 not at all interesting

2. Was the subject to be taught?
   - 3 too difficult to teach
   - 8 difficult to teach
   - 2 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 8 worthwhile
   - 3 not worthwhile
   - 2 not at all worthwhile

4. Was the time provided to teach?
   - 2 much too short
   - 0 too short
   - 5 long enough
   - 4 much too long

5. The content of this RTL was?
   - 2 completely new to me
   - 3 somewhat new to me
   - 4 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 4 very easy
   - 8 easy
   - 0 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 8 very unfair
   - 0 unfair
   - 4 fair
   - 3 very fair

8. To what extent do you think what was taught was learned?
   - 2 the learners learned
   - 6 the learners learned a little
   - 3 the learners learned very little
   - 3 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 1 not at all satisfied
   - 3 not satisfied
   - 5 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 8 very challenging
    - 6 somewhat challenging
    - 0 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 1 very clear
    - 8 clear
    - 4 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 3 inadequate
    - 8 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 3 not at all time consuming or difficult
    - 10 not very time consuming or difficult
    - 0 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 5 very time consuming and difficult
    - 5 time consuming and difficult
    - 3 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 2 1 (awful)
    - 0 2
    - 3 3
    - 2 4
    - 1 5
    - 2 6
    - 3 7
    - 1 8
    - 0 9
    - 0 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 4.8

n = 13

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   - 5 very interesting
   - 3 interesting
   - 1 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 6 difficult to teach
   - 3 easy to teach
   - 2 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 1 very worthwhile
   - 9 worthwhile
   - 1 not worthwhile
   - 10 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 1 too short
   - 10 long enough
   - 0 much too long

5. The content of this RTL was?
   - 1 completely new to me
   - 3 somewhat new to me
   - 7 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 6 easy
   - 5 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 10 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 8 the learners learned
   - 3 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 3 not satisfied
   - 5 satisfied
   - 3 very satisfied

10. Teaching this RTL was?
    - 3 very challenging
    - 7 somewhat challenging
    - 1 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 4 very clear
    - 5 clear
    - 2 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 1 very inadequate
    - 0 inadequate
    - 8 adequate
    - 2 very adequate

13. Evaluating learning was?
    - 3 not at all time consuming or difficult
    - 7 not very time consuming or difficult
    - 1 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 4 time consuming and difficult
    - 7 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0 1 (awful)	2 6
0 2	1 7
0 3	3 8
0 4	3 9
1 5	1 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.7

n = 11

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   - 5 very interesting
   - 4 interesting
   - 0 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 2 difficult to teach
   - 7 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experiance you provided?
   - 3 very worthwhile
   - 6 worthwhile
   - 0 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 1 too short
   - 8 long enough
   - 0 much too long

5. The content of this RTL was?
   - 4 completely new to me
   - 3 somewhat new to me
   - 2 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 6 easy
   - 2 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 6 fair
   - 2 very fair

8. To what extent do you think what was taught was learned?
   - 6 the learners learned
   - 3 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 0 not satisfied
   - 7 satisfied
   - 2 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 9 somewhat challenging
    - 0 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 5 very clear
    - 4 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 1 inadequate
    - 6 adequate
    - 2 very adequate

13. Evaluating learning was?
    - 4 not at all time consuming or difficult
    - 4 not very time consuming or difficult
    - 1 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 1 time consuming and difficult
    - 7 not very time consuming or difficult
    - 1 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 0 3
    - 0 4
    - 0 5
    - 3 6
    - 1 7
    - 3 8
    - 0 9
    - 2 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.7

n = 9

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTL interesting to teach?
   - 3 very interesting
   - 8 interesting
   - 2 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 1 too difficult to teach
   - 5 difficult to teach
   - 5 easy to teach
   - 2 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 1 very worthwhile
   - 7 worthwhile
   - 4 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 1 much too short
   - 3 too short
   - 9 long enough
   - 0 much too long

5. The content of this RTL was?
   - 5 completely new to me
   - 0 somewhat new to me
   - 6 somewhat familiar
   - 2 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 7 easy
   - 5 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 12 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 5 the learners learned
   - 8 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 3 not satisfied
   - 4 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 4 very challenging
    - 3 somewhat challenging
    - 3 not very challenging
    - 2 not at all challenging

11. Was your teaching objective?
    - 1 very clear
    - 12 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 1 very inadequate
    - 1 inadequate
    - 11 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 2 not at all time consuming or difficult
    - 11 not very time consuming or difficult
    - 0 time consuming and difficult
    - 1 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 2 time consuming and difficult
    - 7 not very time consuming or difficult
    - 3 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	1	6
0	2	3	7
0	3	3	8
1	4	2	9
3	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 6.8

n = 13

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 0 interesting
   - 2 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 0 difficult to teach
   - 2 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 2 worthwhile
   - 0 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 2 long enough
   - 0 much too long

5. The content of this RTL was?
   - 0 completely new to me
   - 0 somewhat new to me
   - 2 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 1 easy
   - 0 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 2 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 1 the learners learned
   - 1 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 1 not satisfied
   - 1 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 1 somewhat challenging
    - 1 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 2 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 0 inadequate
    - 2 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 2 not at all time consuming or difficult
    - 0 not very time consuming or difficult
    - 0 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 0 time consuming and difficult
    - 2 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 0 3
    - 0 4
    - 2 5
    - 0 6
    - 0 7
    - 0 8
    - 0 9
    - 0 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 5.0

n = 2

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 1 very interesting
   - 4 interesting
   - 2 not very interesting
   - 1 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 2 difficult to teach
   - 6 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 5 worthwhile
   - 3 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 6 long enough
   - 2 much too long

5. The content of this RTL was?
   - 1 completely new to me
   - 3 somewhat new to me
   - 3 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 7 easy
   - 1 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 7 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 3 the learners learned
   - 3 the learners learned a little
   - 3 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 4 not satisfied
   - 4 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 1 very challenging
    - 4 somewhat challenging
    - 3 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 7 clear
    - 1 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 1 very inadequate
    - 3 inadequate
    - 4 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 2 not at all time consuming or difficult
    - 5 not very time consuming or difficult
    - 1 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 2 time consuming and difficult
    - 3 not very time consuming or difficult
    - 3 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 2 3
    - 1 4
    - 0 5
    - 2 6
    - 1 7
    - 1 8
    - 0 9
    - 1 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 5.9

n = 8

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 1 very interesting
   - 6 interesting
   - 1 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 2 difficult to teach
   - 6 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 5 worthwhile
   - 2 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 8 long enough
   - 0 much too long

5. The content of this RTL was?
   - 2 completely new to me
   - 3 somewhat new to me
   - 3 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 5 easy
   - 2 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 7 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 4 the learners learned
   - 2 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 1 not satisfied
   - 7 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 5 somewhat challenging
    - 3 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 2 very clear
    - 6 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 0 inadequate
    - 6 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 1 not at all time consuming or difficult
    - 6 not very time consuming or difficult
    - 1 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 1 time consuming and difficult
    - 5 not very time consuming or difficult
    - 2 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	1	6
0	2	2	7
0	3	2	8
0	4	1	9
2	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experiance?

mean = 6.9

n = 8

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 2 interesting
   - 0 not very interesting
   - 2 not at all interesting

2. Was the subject to be taught?
   - 1 too difficult to teach
   - 3 difficult to teach
   - 0 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 2 worthwhile
   - 0 not worthwhile
   - 2 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 4 long enough
   - 0 much too long

5. The content of this RTL was?
   - 3 completely new to me
   - 0 somewhat new to me
   - 1 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 0 easy
   - 2 difficult
   - 2 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 2 unfair
   - 2 fair
   - 0 very fair

8. To what extent do you think what was taught was learned?
   - 1 the learners learned
   - 2 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 2 not at all satisfied
   - 0 not satisfied
   - 1 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 3 very challenging
    - 0 somewhat challenging
    - 0 not very challenging
    - 3 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 3 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 1 inadequate
    - 0 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 0 not at all time consuming or difficult
    - 2 not very time consuming or difficult
    - 0 time consuming and difficult
    - 1 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 2 time consuming and difficult
    - 0 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 1 1 (awful)
    - 1 2
    - 0 3
    - 0 4
    - 1 5
    - 0 6
    - 0 7
    - 0 8
    - 0 9
    - 0 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 2.7

n = 3

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 2 very interesting
   - 5 interesting
   - 1 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 6 difficult to teach
   - 4 easy to teach
   - 4 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 1 very worthwhile
   - 5 worthwhile
   - 3 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 5 long enough
   - 3 much too long

5. The content of this RTL was?
   - 4 completely new to me
   - 4 somewhat new to me
   - 0 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 2 very easy
   - 6 easy
   - 0 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 5 fair
   - 3 very fair

8. To what extent do you think what was taught was learned?
   - 7 the learners learned
   - 1 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 0 not satisfied
   - 6 satisfied
   - 2 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 4 somewhat challenging
    - 3 not very challenging
    - 1 not at all challenging

11. Was your teaching objective?
    - 3 very clear
    - 5 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 0 inadequate
    - 6 adequate
    - 2 very adequate

13. Evaluating learning was?
    - 4 not at all time consuming or difficult
    - 4 not very time consuming or difficult
    - 0 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 0 time consuming and difficult
    - 5 not very time consuming or difficult
    - 2 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	1	6
0	2	1	7
0	3	3	8
0	4	3	9
0	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 8,0

n = 8

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Ohio State University

The Memory and Forgetfulness Task

REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 2 very interesting
   - 4 interesting
   - 2 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 1 too difficult to teach
   - 7 difficult to teach
   - 6 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experiance you provided?
   - 0 very worthwhile
   - 7 worthwhile
   - 1 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 1 too short
   - 7 long enough
   - 0 much too long

5. The content of this RTL was?
   - 6 completely new to me
   - 0 somewhat new to me
   - 1 somewhat familiar
   - 1 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 2 easy
   - 6 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 1 unfair
   - 7 fair
   - 6 very fair

8. To what extent do you think what was taught was learned?
   - 7 the learners learned
   - 1 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 2 not satisfied
   - 6 satisfied
   - 0 very satisfied

10. Teaching this RTL was?
    - 4 very challenging
    - 3 somewhat challenging
    - 1 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 6 clear
    - 2 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 1 very inadequate
    - 1 inadequate
    - 6 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 2 not at all time consuming or difficult
    - 3 not very time consuming or difficult
    - 3 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 3 time consuming and difficult
    - 4 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	1	6
0	2	4	7
1	3	1	8
0	4	1	9
0	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 6.8

n = 8

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 3 very interesting
   - 8 interesting
   - 10 not very interesting
   - 2 not at all interesting

2. Was the subject to be taught?
   - 2 too difficult to teach
   - 12 difficult to teach
   - 9 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 1 very worthwhile
   - 10 worthwhile
   - 11 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 1 much too short
   - 2 too short
   - 19 long enough
   - 1 much too long

5. The content of this RTL was?
   - 16 completely new to me
   - 4 somewhat new to me
   - 3 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 13 easy
   - 8 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 13 unfair
   - 8 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 10 the learners learned
   - 6 the learners learned a little
   - 4 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 2 not at all satisfied
   - 13 not satisfied
   - 7 satisfied
   - 1 very satisfied

10. Teaching this RTL was?
    - 5 very challenging
    - 14 somewhat challenging
    - 4 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 4 very clear
    - 16 clear
    - 3 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 2 very inadequate
    - 0 inadequate
    - 20 adequate
    - 1 very adequate

13. Evaluating learning was?
    - 7 not at all time consuming or difficult
    - 12 not very time consuming or difficult
    - 13 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 9 time consuming and difficult
    - 11 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 1 2
    - 2 3
    - 4 4
    - 4 5
    - 4 6
    - 3 7
    - 2 8
    - 1 9
    - 1 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 5.6

n = 22

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   _____ very interesting
   _____ interesting
   _____ not very interesting
   _____ not at all interesting

2. Was the subject to be taught?
   _____ too difficult to teach
   _____ difficult to teach
   _____ easy to teach
   _____ very easy to teach

3. Was the subject matter you taught or the experiance you provided?
   _____ very worthwhile
   _____ worthwhile
   _____ not worthwhile
   _____ not at all worthwhile

4. Was the time provided to teach?
   _____ much too short
   _____ too short
   _____ long enough
   _____ much too long

5. The content of this RTL was?
   _____ completely new to me
   _____ somewhat new to me
   _____ somewhat familiar
   _____ completely familiar

6. If the RTL had a test was it?
   _____ very easy
   _____ easy
   _____ difficult
   _____ very difficult

7. If the RTL had a test was it?
   _____ very unfair
   _____ unfair
   _____ fair
   _____ very fair

8. To what extent do you think what was taught was learned?
   _____ the learners learned
   _____ the learners learned a little
   _____ the learners learned very little
   _____ the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   _____ not at all satisfied
   _____ not satisfied
   _____ satisfied
   _____ very satisfied

10. Teaching this RTL was?
    _____ very challenging
    _____ somewhat challenging
    _____ not very challenging
    _____ not at all challenging

11. Was your teaching objective?
    _____ very clear
    _____ clear
    _____ unclear
    _____ very unclear

12. Was the "material" provided?
    _____ very inadequate
    _____ inadequate
    _____ adequate
    _____ very adequate

13. Evaluating learning was?
    _____ not at all time consuming or difficult
    _____ not very time consuming or difficult
    _____ time consuming and difficult
    _____ very time consuming and difficult

14. Planning this RTL was?
    _____ very time consuming and difficult
    _____ time consuming and difficult
    _____ not very time consuming or difficult
    _____ not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    _____1 (awful)
    _____2
    _____3
    _____4
    _____5
    _____6
    _____7
    _____8
    _____9
    _____10 (great)

16. Briefly, what did you learn about teaching from this experiance?

mean = _____

n = _____

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTL interesting to teach?
   - 0 very interesting
   - 3 interesting
   - 5 not very interesting
   - 1 not at all interesting

2. Was the subject to be taught?
   - 1 too difficult to teach
   - 5 difficult to teach
   - 3 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 1 very worthwhile
   - 3 worthwhile
   - 4 not worthwhile
   - 1 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 8 long enough
   - 1 much too long

5. The content of this RTL was?
   - 8 completely new to me
   - 1 somewhat new to me
   - 0 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 3 very easy
   - 6 easy
   - 0 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 1 very unfair
   - 0 unfair
   - 6 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 2 the learners learned
   - 4 the learners learned a little
   - 3 the learners learned very little
   - 1 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 2 not at all satisfied
   - 3 not satisfied
   - 3 satisfied
   - 1 very satisfied

10. Teaching this RTL was?
    - 3 very challenging
    - 4 somewhat challenging
    - 2 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 6 clear
    - 2 unclear
    - 1 very unclear

12. Was the "material" provided?
    - 3 very inadequate
    - 4 inadequate
    - 1 adequate
    - 1 very adequate

13. Evaluating learning was?
    - 4 not at all time consuming or difficult
    - 2 not very time consuming or difficult
    - 3 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 1 very time consuming and difficult
    - 3 time consuming and difficult
    - 4 not very time consuming or difficult
    - 1 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

1	1 (awful)	1	6
1	2	0	7
2	3	2	8
1	4	0	9
1	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 4.4

n = 9

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 4 interesting
   - 0 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 1 difficult to teach
   - 3 easy to teach
   - 0 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 1 worthwhile
   - 3 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 3 long enough
   - 1 much too long

5. The content of this RTL was?
   - 2 completely new to me
   - 1 somewhat new to me
   - 1 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 0 very easy
   - 3 easy
   - 1 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 3 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 4 the learners learned
   - 0 the learners learned a little
   - 0 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 0 not satisfied
   - 4 satisfied
   - 1 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 3 somewhat challenging
    - 1 not very challenging
    - 0 not at all challenging

11. Was your teaching objective?
    - 0 very clear
    - 4 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 2 inadequate
    - 2 adequate
    - 0 very adequate

13. Evaluating learning was?
    - 2 not at all time consuming or difficult
    - 1 not very time consuming or difficult
    - 1 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 2 time consuming and difficult
    - 0 not very time consuming or difficult
    - 2 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.

0	1 (awful)	0	6
0	2	2	7
0	3	2	8
0	4	0	9
0	5	0	10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 7.5

n = 4

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evlauation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 5 interesting
   - 0 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 3 difficult to teach
   - 2 easy to teach
   - 1 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 5 worthwhile
   - 0 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 1 much too short
   - 1 too short
   - 3 long enough
   - 0 much too long

5. The content of this RTL was?
   - 0 completely new to me
   - 3 somewhat new to me
   - 3 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 2 easy
   - 1 difficult
   - 1 very difficult

7. If the RTL had a test was it?
   - 1 very unfair
   - 1 unfair
   - 2 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 2 the learners learned
   - 2 the learners learned a little
   - 2 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 1 not at all satisfied
   - 0 not satisfied
   - 3 satisfied
   - 2 very satisfied

10. Teaching this RTL was?
    - 1 very challenging
    - 1 somewhat challenging
    - 3 not very challenging
    - 1 not at all challenging

11. Was your teaching objective?
    - 1 very clear
    - 3 clear
    - 1 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 2 inadequate
    - 3 adequate
    - 1 very adequate

13. Evaluating learning was?
    - 1 not at all time consuming or difficult
    - 1 not very time consuming or difficult
    - 2 time consuming and difficult
    - 1 very time consuming and difficult

14. Planning this RTL was?
    - 3 very time consuming and difficult
    - 1 time consuming and difficult
    - 2 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1 - 10.
    - 1 1 (awful)
    - 0 2
    - 0 3
    - 1 4
    - 0 5
    - 0 6
    - 1 7
    - 1 8
    - 0 9
    - 1 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 6.0

n = 5

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTI interesting to teach?
   _____ very interesting
   _____ interesting
   _____ not very interesting
   _____ not at all interesting

2. Was the subject to be taught?
   _____ too difficult to teach
   _____ difficult to teach
   _____ easy to teach
   _____ very easy to teach

3. Was the subject matter you taught or the experience you provided?
   _____ very worthwhile
   _____ worthwhile
   _____ not worthwhile
   _____ not at all worthwhile

4. Was the time provided to teach?
   _____ much too short
   _____ too short
   _____ long enough
   _____ much too long

5. The content of this RTL was?
   _____ completely new to me
   _____ somewhat new to me
   _____ somewhat familiar
   _____ completely familiar

6. If the RTL had a test was it?
   _____ very easy
   _____ easy
   _____ difficult
   _____ very difficult

7. If the RTL had a test was it?
   _____ very unfair
   _____ unfair
   _____ fair
   _____ very fair

8. To what extent do you think what was taught was learned?
   _____ the learners learned
   _____ the learners learned a little
   _____ the learners learned very little
   _____ the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   _____ not at all satisfied
   _____ not satisfied
   _____ satisfied
   _____ very satisfied

10. Teaching this RTL was?
    _____ very challenging
    _____ somewhat challenging
    _____ not very challenging
    _____ not at all challenging

11. Was your teaching objective?
    _____ very clear
    _____ clear
    _____ unclear
    _____ very unclear

12. Was the "material" provided?
    _____ very inadequate
    _____ inadequate
    _____ adequate
    _____ very adequate

13. Evaluating learning was?
    _____ not at all time consuming or difficult
    _____ not very time consuming or difficult
    _____ time consuming and difficult
    _____ very time consuming and difficult

14. Planning this RTL was?
    _____ very time consuming and difficult
    _____ time consuming and difficult
    _____ not very time consuming or difficult
    _____ not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    _____1 (awful) _____6
    _____2 _____7
    _____3 _____8
    _____4 _____9
    _____5 _____10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = _____

n = _____

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REFLECTIVE TEACHING EVALUATION FORM FOR THE DESIGNATED TEACHER

This evaluation will be used to help the writers of RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you, the student.

1. Was the RTl interesting to teach?
   - 0 very interesting
   - 2 interesting
   - 0 not very interesting
   - 0 not at all interesting

2. Was the subject to be taught?
   - 0 too difficult to teach
   - 0 difficult to teach
   - 1 easy to teach
   - 1 very easy to teach

3. Was the subject matter you taught or the experience you provided?
   - 0 very worthwhile
   - 2 worthwhile
   - 0 not worthwhile
   - 0 not at all worthwhile

4. Was the time provided to teach?
   - 0 much too short
   - 0 too short
   - 2 long enough
   - 0 much too long

5. The content of this RTL was?
   - 0 completely new to me
   - 2 somewhat new to me
   - 0 somewhat familiar
   - 0 completely familiar

6. If the RTL had a test was it?
   - 1 very easy
   - 1 easy
   - 0 difficult
   - 0 very difficult

7. If the RTL had a test was it?
   - 0 very unfair
   - 0 unfair
   - 1 fair
   - 1 very fair

8. To what extent do you think what was taught was learned?
   - 1 the learners learned
   - 0 the learners learned a little
   - 1 the learners learned very little
   - 0 the learners learned nothing

9. Were you satisfied with this RTL as a teaching activity?
   - 0 not at all satisfied
   - 0 not satisfied
   - 1 satisfied
   - 1 very satisfied

10. Teaching this RTL was?
    - 0 very challenging
    - 0 somewhat challenging
    - 1 not very challenging
    - 1 not at all challenging

11. Was your teaching objective?
    - 1 very clear
    - 1 clear
    - 0 unclear
    - 0 very unclear

12. Was the "material" provided?
    - 0 very inadequate
    - 0 inadequate
    - 1 adequate
    - 1 very adequate

13. Evaluating learning was?
    - 0 not at all time consuming or difficult
    - 1 not very time consuming or difficult
    - 1 time consuming and difficult
    - 0 very time consuming and difficult

14. Planning this RTL was?
    - 0 very time consuming and difficult
    - 0 time consuming and difficult
    - 2 not very time consuming or difficult
    - 0 not at all time consuming or difficult

15. Overall rate this RTL from 1- 10.
    - 0 1 (awful)
    - 0 2
    - 0 3
    - 1 4
    - 0 5
    - 0 6
    - 1 7
    - 0 8
    - 0 9
    - 0 10 (great)

16. Briefly, what did you learn about teaching from this experience?

mean = 5.5

n = 2

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The Block Diagram Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date:_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 17 very interesting to do?
   - 101 interesting to do?
   - 20 not very interesting to do?
   - 6 not at all interesting to do?

2. Was the subject to be learned
   - 6 too difficult to learn?
   - 38 difficult to learn.
   - 84 easy to learn?
   - 29 very easy to learn?

3. Was the subject matter or experience provided
   - 4 very worthwhile?
   - 79 worthwhile?
   - 46 not worthwhile?
   - 10 not at all worthwhile?

4. Was the time provided to learn
   - 1 much too short?
   - 5 too short?
   - 134 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 35 completely new to me.
   - 31 somewhat new to me.
   - 49 somewhat familiar.
   - 26 completely familiar.

6. If the RTL had a test was it
   - 8 very easy?
   - 61 easy?
   - 15 difficult?
   - 3 very difficult.

7. If the RTL had a test it was
   - 1 very unfair.
   - 4 unfair.
   - 72 fair.
   - 8 very fair.

8. To what extent do you think you learned what was being taught?
   - 73 I learned.
   - 57 I learned a little.
   - 25 I learned very little.
   - 6 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 11 not at all satisfied.
   - 14 not satisfied.
   - 84 satisfied.
   - 11 very satisfied.

10. Learning in this RTL was
    - 8 very challenging.
    - 62 somewhat challenging.
    - 59 not very challenging.
    - 12 not at all challenging.

11. Overall rate this RTL from 1-10

1	2 ("Awful")	6	26
2	1	7	27
3	10	8	21
4	11	9	13
5	29	10	1 ("Great")

mean = 6.6

n = 131

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The Semaphore Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 43 very interesting to do?
   - 53 interesting to do?
   - 2 not very interesting to do?
   - 1 not at all interesting to do?

2. Was the subject to be learned
   - 3 too difficult to learn?
   - 47 difficult to learn.
   - 49 easy to learn?
   - 3 very easy to learn?

3. Was the subject matter or experience provided
   - 8 very worthwhile?
   - 70 worthwhile?
   - 20 not worthwhile?
   - 1 not at all worthwhile?

4. Was the time provided to learn
   - 2 much too short?
   - 17 too short?
   - 82 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 73 completely new to me.
   - 17 somewhat new to me.
   - 7 somewhat familiar.
   - 2 completely familiar.

6. If the RTL had a test was it
   - 3 very easy?
   - 56 easy?
   - 33 difficult?
   - 2 very difficult?

7. If the RTL had a test it was
   - 1 very unfair.
   - 4 unfair.
   - 68 fair.
   - 20 very fair.

8. To what extent do you think you learned what was being taught?
   - 72 I learned.
   - 22 I learned a little.
   - 4 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 2 not at all satisfied.
   - 3 not satisfied.
   - 81 satisfied.
   - 13 very satisfied.

10. Learning in this RTL was
    - 34 very challenging.
    - 57 somewhat challenging.
    - 8 not very challenging.
    - 0 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	5
2	1	7	17
3	0	8	34
4	3	9	16
5	10	10	12 ("Great")

mean = 6.6

n = 99

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The Multiplication Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 10 very interesting to do?
   - 45 interesting to do?
   - 16 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 13 difficult to learn.
   - 41 easy to learn?
   - 10 very easy to learn?

3. Was the subject matter or experience provided
   - 3 very worthwhile?
   - 36 worthwhile?
   - 19 not worthwhile?
   - 3 not at all worthwhile?

4. Was the time provided to learn
   - 1 much too short?
   - 16 too short?
   - 54 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 37 completely new to me.
   - 12 somewhat new to me.
   - 5 somewhat familiar.
   - 10 completely familiar.

6. If the RTL had a test was it
   - 12 very easy?
   - 44 easy?
   - 5 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 1 very unfair.
   - 0 unfair.
   - 42 fair.
   - 17 very fair.

8. To what extent do you think you learned what was being taught?
   - 42 I learned.
   - 15 I learned a little.
   - 2 I learned very little.
   - 2 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 5 not at all satisfied.
   - 4 not satisfied.
   - 42 satisfied.
   - 10 very satisfied.

10. Learning in this RTL was
    - 4 very challenging.
    - 32 somewhat challenging.
    - 21 not very challenging.
    - 3 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	6
2	1	7	14
3	1	8	13
4	2	9	8
5	11	10	4 ("Great")

mean = 8.2

n = 51

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The Plant Distribution Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 7 very interesting to do?
   - 35 interesting to do?
   - 16 not very interesting to do?
   - 2 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 16 difficult to learn.
   - 34 easy to learn?
   - 9 very easy to learn?

3. Was the subject matter or experience provided
   - 2 very worthwhile?
   - 40 worthwhile?
   - 17 not worthwhile?
   - 1 not at all worthwhile?

4. Was the time provided to learn
   - 2 much too short?
   - 5 too short?
   - 50 long enough?
   - 3 much too short?

5. The content of the RTL was
   - 15 completely new to me.
   - 14 somewhat new to me.
   - 23 somewhat familiar.
   - 8 completely familiar.

6. If the RTL had a test was it
   - 2 very easy?
   - 25 easy?
   - 27 difficult?
   - 6 very difficult?

7. If the RTL had a test it was
   - 3 very unfair.
   - 17 unfair.
   - 37 fair.
   - 3 very fair.

8. To what extent do you think you learned what was being taught?
   - 32 I learned.
   - 19 I learned a little.
   - 8 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 3 not at all satisfied.
   - 13 not satisfied.
   - 42 satisfied.
   - 2 very satisfied.

10. Learning in this RTL was
    - 4 very challenging.
    - 22 somewhat challenging.
    - 25 not very challenging.
    - 9 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	12
2	1	7	9
3	5	8	6
4	8	9	3
5	11	10	2 ("Great")

mean = 5.9

n = 60

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The Good Teacher Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 14 very interesting to do?
   - 85 interesting to do?
   - 62 not very interesting to do?
   - 11 not at all interesting to do?

2. Was the subject to be learned
   - 3 too difficult to learn?
   - 88 difficult to learn.
   - 74 easy to learn?
   - 6 very easy to learn?

3. Was the subject matter or experience provided
   - 10 very worthwhile?
   - 97 worthwhile?
   - 54 not worthwhile?
   - 11 not at all worthwhile?

4. Was the time provided to learn
   - 4 much too short?
   - 42 too short?
   - 122 long enough?
   - 3 much too short?

5. The content of the RTL was
   - 62 completely new to me.
   - 59 somewhat new to me.
   - 40 somewhat familiar.
   - 8 completely familiar.

6. If the RTL had a test was it
   - 9 very easy?
   - 91 easy?
   - 61 difficult?
   - 8 very difficult?

7. If the RTL had a test it was
   - 2 very unfair.
   - 15 unfair.
   - 134 fair.
   - 18 very fair.

8. To what extent do you think you learned what was being taught?
   - 78 I learned.
   - 59 I learned a little.
   - 28 I learned very little.
   - 7 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 16 not at all satisfied.
   - 51 not satisfied.
   - 97 satisfied.
   - 7 very satisfied.

10. Learning in this RTL was
    - 30 very challenging.
    - 95 somewhat challenging.
    - 34 not very challenging.
    - 13 not at all challenging.

11. Overall rate this RTL from 1-10

1	4 ("Awful")	6	33
2	5	7	29
3	11	8	27
4	19	9	7
5	30	10	5 ("Great")

mean = 5.9

n = 170

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The Clerihew Task

REFLECTIVE TEACHING EVALUATION
FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   34 very interesting to do?
   47 interesting to do?
   1 not very interesting to do?
   0 not at all interesting to do?

2. Was the subject to be learned
   0 too difficult to learn?
   4 difficult to learn.
   53 easy to learn?
   24 very easy to learn?

3. Was the subject matter or experience provided
   6 very worthwhile?
   54 worthwhile?
   17 not worthwhile?
   2 not at all worthwhile?

4. Was the time provided to learn
   2 much too short?
   2 too short?
   77 long enough?
   1 much too short?

5. The content of the RTL was
   28 completely new to me.
   30 somewhat new to me.
   23 somewhat familiar.
   0 completely familiar.

6. If the RTL had a test was it
   18 very easy?
   49 easy?
   14 difficult?
   1 very difficult?

7. If the RTL had a test it was
   2 very unfair.
   2 unfair.
   55 fair.
   22 very fair.

8. To what extent do you think you learned what was being taught?
   58 I learned.
   18 I learned a little.
   4 I learned very little.
   2 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   1 not at all satisfied.
   6 not satisfied.
   61 satisfied.
   14 very satisfied.

10. Learning in this RTL was
    8 very challenging.
    46 somewhat challenging.
    23 not very challenging.
    5 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	10
2	0	7	15
3	1	8	30
4	6	9	10
5	2	10	8 ("Great")

mean = 7.5

n = 82

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The Castle Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 34 very interesting to do?
   - 46 interesting to do?
   - 3 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 4 difficult to learn.
   - 61 easy to learn?
   - 20 very easy to learn?

3. Was the subject matter or experience provided
   - 6 very worthwhile?
   - 65 worthwhile?
   - 12 not worthwhile?
   - 2 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 2 too short?
   - 82 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 26 completely new to me.
   - 35 somewhat new to me.
   - 23 somewhat familiar.
   - 1 completely familiar.

6. If the RTL had a test was it
   - 17 very easy?
   - 65 easy?
   - 2 difficult?
   - 1 very difficult?

7. If the RTL had a test it was
   - 1 very unfair.
   - 1 unfair.
   - 52 fair.
   - 30 very fair.

8. To what extent do you think you learned what was being taught?
   - 65 I learned.
   - 18 I learned a little.
   - 2 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 1 not at all satisfied.
   - 11 not satisfied.
   - 64 satisfied.
   - 19 very satisfied.

10. Learning in this RTL was
    - 6 very challenging.
    - 44 somewhat challenging.
    - 23 not very challenging.
    - 11 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	15
2	1	7	13
3	4	8	22
4	1	9	11
5	7	10	10 ("Great")

mean = 7.2

n = 85

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REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   0 very interesting to do?
   8 interesting to do?
   3 not very interesting to do?
   6 not at all interesting to do?

2. Was the subject to be learned
   0 too difficult to learn?
   7 difficult to learn.
   8 easy to learn?
   2 very easy to learn?

3. Was the subject matter or experience provided
   0 very worthwhile?
   2 worthwhile?
   7 not worthwhile?
   8 not at all worthwhile?

4. Was the time provided to learn
   0 much too short?
   1 too short?
   14 long enough?
   1 much too short?

5. The content of the RTL was
   17 completely new to me.
   0 somewhat new to me.
   0 somewhat familiar.
   0 completely familiar.

6. If the RTL had a test was it
   2 very easy?
   9 easy?
   6 difficult?
   0 very difficult?

7. If the RTL had a test it was
   0 very unfair.
   1 unfair.
   15 fair.
   1 very fair.

8. To what extent do you think you learned what was being taught?
   10 I learned.
   2 I learned a little.
   4 I learned very little.
   1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   5 not at all satisfied.
   5 not satisfied.
   7 satisfied.
   0 very satisfied.

10. Learning in this RTL was
    3 very challenging.
    6 somewhat challenging.
    5 not very challenging.
    3 not at all challenging.

11. Overall rate this RTL from 1-10

1	2 ("Awful")	6	1
2	2	7	3
3	5	8	0
4	2	9	0
5	1	10	0 ("Great")

mean = 3.8

n = 16

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The Mirror Image Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   _____very interesting to do?
   _____interesting to do?
   _____not very interesting to do?
   _____not at all interesting to do?

2. Was the subject to be learned
   _____too difficult to learn?
   _____difficult to learn.
   _____easy to learn?
   _____very easy to learn?

3. Was the subject matter or experience provided
   _____very worthwhile?
   _____worthwhile?
   _____not worthwhile?
   _____not at all worthwhile?

4. Was the time provided to learn
   _____much too short?
   _____too short?
   _____long enough?
   _____much too short?

5. The content of the RTL was
   _____completely new to me.
   _____somewhat new to me.
   _____somewhat familiar.
   _____completely familiar.

6. If the RTL had a test was it
   _____very easy?
   _____easy?
   _____difficult?
   _____very difficult?

7. If the RTL had a test it was
   _____very unfair.
   _____unfair.
   _____fair.
   _____very fair.

8. To what extent do you think you learned what was being taught?
   _____I learned.
   _____I learned a little.
   _____I learned very little.
   _____I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   _____not at all satisfied.
   _____not satisfied.
   _____satisfied.
   _____very satisfied.

10. Learning in this RTL was
    _____very challenging.
    _____somewhat challenging.
    _____not very challenging.
    _____not at all challenging.

11. Overall rate this RTL from 1-10

1_____("Awful")	6_____
2_____	7_____
3_____	8_____
4_____	9_____
5_____	10_____("Great")

mean = _____

n = _____

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The Origami Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 49 very interesting to do?
   - 65 interesting to do?
   - 3 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 43 difficult to learn.
   - 67 easy to learn?
   - 6 very easy to learn?

3. Was the subject matter or experience provided
   - 10 very worthwhile?
   - 82 worthwhile?
   - 22 not worthwhile?
   - 3 not at all worthwhile?

4. Was the time provided to learn
   - 1 much too short?
   - 4 too short?
   - 108 long enough?
   - 2 much too short?

5. The content of the RTL was
   - 69 completely new to me.
   - 24 somewhat new to me.
   - 22 somewhat familiar.
   - 1 completely familiar.

6. If the RTL had a test was it
   - 5 very easy?
   - 56 easy?
   - 13 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 4 unfair.
   - 59 fair.
   - 11 very fair.

8. To what extent do you think you learned what was being taught?
   - 73 I learned.
   - 35 I learned a little.
   - 8 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 1 not at all satisfied.
   - 12 not satisfied.
   - 79 satisfied.
   - 24 very satisfied.

10. Learning in this RTL was
    - 17 very challenging.
    - 82 somewhat challenging.
    - 13 not very challenging.
    - 4 not at all challenging.

11. Overall rate this RTL from 1-10
    - 1 0 ("Awful")
    - 2 0
    - 3 2
    - 4 6
    - 5 19
    - 6 14
    - 7 17
    - 8 42
    - 9 16
    - 10 10 ("Great")

mean = 7.4

n = 117

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The Time Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 2 very interesting to do?
   - 30 interesting to do?
   - 7 not very interesting to do?
   - 2 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 2 difficult to learn.
   - 22 easy to learn?
   - 14 very easy to learn?

3. Was the subject matter or experience provided
   - 2 very worthwhile?
   - 31 worthwhile?
   - 7 not worthwhile?
   - 1 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 5 too short?
   - 34 long enough?
   - 2 much too short?

5. The content of the RTL was
   - 2 completely new to me.
   - 5 somewhat new to me.
   - 19 somewhat familiar.
   - 16 completely familiar.

6. If the RTL had a test was it
   - 15 very easy?
   - 19 easy?
   - 3 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 1 unfair.
   - 30 fair.
   - 6 very fair.

8. To what extent do you think you learned what was being taught?
   - 14 I learned.
   - 19 I learned a little.
   - 4 I learned very little.
   - 3 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 4 not at all satisfied.
   - 10 not satisfied.
   - 23 satisfied.
   - 2 very satisfied.

10. Learning in this RTL was
    - 5 very challenging.
    - 21 somewhat challenging.
    - 8 not very challenging.
    - 6 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	4
2	1	7	9
3	5	8	7
4	3	9	4
5	5	10	1 ("Great")

mean = 6.1

n = 40

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The Magic Squares Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 35 very interesting to do?
   - 13 interesting to do?
   - 1 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 19 difficult to learn.
   - 32 easy to learn?
   - 7 very easy to learn?

3. Was the subject matter or experience provided
   - 9 very worthwhile?
   - 35 worthwhile?
   - 5 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 1 much too short?
   - 4 too short?
   - 44 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 30 completely new to me.
   - 13 somewhat new to me.
   - 6 somewhat familiar.
   - 0 completely familiar.

6. If the RTL had a test was it
   - 11 very easy?
   - 21 easy?
   - 15 difficult?
   - 2 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 2 unfair.
   - 27 fair.
   - 20 very fair.

8. To what extent do you think you learned what was being taught?
   - 38 I learned.
   - 9 I learned a little.
   - 2 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 4 not satisfied.
   - 27 satisfied.
   - 18 very satisfied.

10. Learning in this RTL was
    - 11 very challenging.
    - 34 somewhat challenging.
    - 2 not very challenging.
    - 2 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	4
2	0	7	6
3	0	8	11
4	0	9	10
5	1	10	21 ("Great")

mean = 8.5

n = 54

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Ohio State University

The Manual Alphabet Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 20 very interesting to do?
   - 14 interesting to do?
   - 0 not very interesting to do?
   - 1 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 4 difficult to learn.
   - 23 easy to learn?
   - 8 very easy to learn?

3. Was the subject matter or experience provided
   - 11 very worthwhile?
   - 23 worthwhile?
   - 1 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 1 too short?
   - 34 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 12 completely new to me.
   - 7 somewhat new to me.
   - 9 somewhat familiar.
   - 7 completely familiar.

6. If the RTL had a test was it
   - 9 very easy?
   - 25 easy?
   - 1 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 1 unfair.
   - 20 fair.
   - 14 very fair.

8. To what extent do you think you learned what was being taught?
   - 28 I learned.
   - 5 I learned a little.
   - 2 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 3 not satisfied.
   - 22 satisfied.
   - 10 very satisfied.

10. Learning in this RTL was
    - 5 very challenging.
    - 20 somewhat challenging.
    - 9 not very challenging.
    - 1 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	7
2	0	7	2
3	0	8	8
4	1	9	7
5	3	10	7 ("Great")

mean = 7.8

n = 35

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Ohio State University

The Modular Arithmetic Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 6 very interesting to do?
   - 29 interesting to do?
   - 6 not very interesting to do?
   - 2 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 12 difficult to learn.
   - 27 easy to learn?
   - 3 very easy to learn?

3. Was the subject matter or experience provided
   - 3 very worthwhile?
   - 21 worthwhile?
   - 14 not worthwhile?
   - 5 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 4 too short?
   - 38 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 19 completely new to me.
   - 9 somewhat new to me.
   - 8 somewhat familiar.
   - 7 completely familiar.

6. If the RTL had a test was it
   - 2 very easy?
   - 16 easy?
   - 13 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 4 unfair.
   - 33 fair.
   - 6 very fair.

8. To what extent do you think you learned what was being taught?
   - 28 I learned.
   - 9 I learned a little.
   - 4 I learned very little.
   - 2 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 1 not at all satisfied.
   - 9 not satisfied.
   - 30 satisfied.
   - 3 very satisfied.

10. Learning in this RTL was
    - 6 very challenging.
    - 21 somewhat challenging.
    - 13 not very challenging.
    - 3 not at all challenging.

11. Overall rate this RTL from 1-10

1	2 ("Awful")	6	6
2	1	7	9
3	4	8	5
4	1	9	4
5	7	10	4 ("Great")

mean = 6.3

n = 43

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Ohio State University

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 0 very interesting to do?
   - 6 interesting to do?
   - 0 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 0 difficult to learn.
   - 6 easy to learn?
   - 0 very easy to learn?

3. Was the subject matter or experience provided
   - 0 very worthwhile?
   - 6 worthwhile?
   - 0 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 0 too short?
   - 6 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 0 completely new to me.
   - 0 somewhat new to me.
   - 6 somewhat familiar.
   - 0 completely familiar.

6. If the RTL had a test was it
   - 0 very easy?
   - 5 easy?
   - 0 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 0 unfair.
   - 4 fair.
   - 2 very fair.

8. To what extent do you think you learned what was being taught?
   - 6 I learned.
   - 0 I learned a little.
   - 0 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 0 not satisfied.
   - 6 satisfied.
   - 0 very satisfied.

10. Learning in this RTL was
    - 0 very challenging.
    - 0 somewhat challenging.
    - 4 not very challenging.
    - 2 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	2
2	0	7	2
3	0	8	0
4	0	9	1
5	1	10	0 ("Great")

mean = 6.7

n = 6

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D.R. Cruickshank
Ohio State University

The Rules/Laws Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 2 very interesting to do?
   - 18 interesting to do?
   - 10 not very interesting to do?
   - 1 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 2 difficult to learn.
   - 26 easy to learn?
   - 2 very easy to learn?

3. Was the subject matter or experience provided
   - 0 very worthwhile?
   - 21 worthwhile?
   - 9 not worthwhile?
   - 1 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 2 too short?
   - 27 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 1 completely new to me.
   - 8 somewhat new to me.
   - 19 somewhat familiar.
   - 3 completely familiar.

6. If the RTL had a test was it
   - 5 very easy?
   - 21 easy?
   - 4 difficult?
   - 1 very difficult?

7. If the RTL had a test it was
   - 1 very unfair.
   - 0 unfair.
   - 24 fair.
   - 6 very fair.

8. To what extent do you think you learned what was being taught?
   - 17 I learned.
   - 10 I learned a little.
   - 3 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 3 not at all satisfied.
   - 5 not satisfied.
   - 21 satisfied.
   - 2 very satisfied.

10. Learning in this RTL was
    - 2 very challenging.
    - 10 somewhat challenging.
    - 14 not very challenging.
    - 5 not at all challenging.

11. Overall rate this RTL from 1-10

1	2 ("Awful")	6	3
2	1	7	5
3	1	8	1
4	4	9	6
5	8	10	0 ("Great")

mean = 5.7

n = 31

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Ohio State University

The Coded Message Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 5 very interesting to do?
   - 26 interesting to do?
   - 2 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 2 too difficult to learn?
   - 8 difficult to learn.
   - 20 easy to learn?
   - 3 very easy to learn?

3. Was the subject matter or experience provided
   - 1 very worthwhile?
   - 22 worthwhile?
   - 10 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 2 much too short?
   - 3 too short?
   - 26 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 5 completely new to me.
   - 17 somewhat new to me.
   - 10 somewhat familiar.
   - 1 completely familiar.

6. If the RTL had a test was it
   - 1 very easy?
   - 16 easy?
   - 5 difficult?
   - 1 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 0 unfair.
   - 20 fair.
   - 4 very fair.

8. To what extent do you think you learned what was being taught?
   - 22 I learned.
   - 7 I learned a little.
   - 3 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 7 not satisfied.
   - 25 satisfied.
   - 1 very satisfied.

10. Learning in this RTL was
    - 5 very challenging.
    - 21 somewhat challenging.
    - 6 not very challenging.
    - 1 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	12
2	1	7	3
3	0	8	8
4	3	9	3
5	2	10	0 ("Great")

mean = 6.5

n = 32

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Ohio State University

The Chemopatetics Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 1 very interesting to do?
   - 4 interesting to do?
   - 2 not very interesting to do?
   - 4 not at all interesting to do?

2. Was the subject to be learned
   - 7 too difficult to learn?
   - 3 difficult to learn.
   - 0 easy to learn?
   - 0 very easy to learn?

3. Was the subject matter or experience provided
   - 1 very worthwhile?
   - 2 worthwhile?
   - 5 not worthwhile?
   - 3 not at all worthwhile?

4. Was the time provided to learn
   - 5 much too short?
   - 3 too short?
   - 2 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 11 completely new to me.
   - 0 somewhat new to me.
   - 0 somewhat familiar.
   - 0 completely familiar.

6. If the RTL had a test was it
   - 0 very easy?
   - 0 easy?
   - 6 difficult?
   - 5 very difficult?

7. If the RTL had a test it was
   - 5 very unfair.
   - 1 unfair.
   - 4 fair.
   - 1 very fair.

8. To what extent do you think you learned what was being taught?
   - 1 I learned.
   - 1 I learned a little.
   - 4 I learned very little.
   - 5 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 5 not at all satisfied.
   - 2 not satisfied.
   - 4 satisfied.
   - 0 very satisfied.

10. Learning in this RTL was
    - 6 very challenging.
    - 3 somewhat challenging.
    - 0 not very challenging.
    - 1 not at all challenging.

11. Overall rate this RTL from 1-10

1	3 ("Awful")	6	1
2	1	7	0
3	1	8	1
4	1	9	0
5	2	10	1 ("Great")

mean = 4.2

n = 11

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Ohio State University

The Soapmaking Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 11 very interesting to do?
   - 12 interesting to do?
   - 1 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 0 difficult to learn.
   - 16 easy to learn?
   - 8 very easy to learn?

3. Was the subject matter or experience provided
   - 1 very worthwhile?
   - 19 worthwhile?
   - 4 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 0 too short?
   - 24 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 10 completely new to me.
   - 10 somewhat new to me.
   - 2 somewhat familiar.
   - 6 completely familiar.

6. If the RTL had a test was it
   - 14 very easy?
   - 10 easy?
   - 0 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 0 unfair.
   - 12 fair.
   - 12 very fair.

8. To what extent do you think you learned what was being taught?
   - 20 I learned.
   - 4 I learned a little.
   - 0 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 2 not satisfied.
   - 17 satisfied.
   - 5 very satisfied.

10. Learning in this RTL was
    - 0 very challenging.
    - 6 somewhat challenging.
    - 15 not very challenging.
    - 3 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	5
2	0	7	2
3	0	8	9
4	2	9	3
5	0	10	3 ("Great")

mean = 7.5

n = 24

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Ohio State University

The Memory and Forgetfulness Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 9 very interesting to do?
   - 14 interesting to do?
   - 5 not very interesting to do?
   - 1 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 19 difficult to learn.
   - 10 easy to learn?
   - 0 very easy to learn?

3. Was the subject matter or experience provided
   - 3 very worthwhile?
   - 21 worthwhile?
   - 4 not worthwhile?
   - 1 not at all worthwhile?

4. Was the time provided to learn
   - 2 much too short?
   - 8 too short?
   - 19 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 14 completely new to me.
   - 6 somewhat new to me.
   - 8 somewhat familiar.
   - 1 completely familiar.

6. If the RTL had a test was it
   - 2 very easy?
   - 19 easy?
   - 6 difficult?
   - 2 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 2 unfair.
   - 25 fair.
   - 2 very fair.

8. To what extent do you think you learned what was being taught?
   - 13 I learned.
   - 14 I learned a little.
   - 1 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 1 not at all satisfied.
   - 4 not satisfied.
   - 21 satisfied.
   - 3 very satisfied.

10. Learning in this RTL was
    - 3 very challenging.
    - 21 somewhat challenging.
    - 4 not very challenging.
    - 1 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	2
2	0	7	7
3	0	8	6
4	1	9	8
5	2	10	0 ("Great")

mean = 7.3

n = 29

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Ohio State University

The John Dewey Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 5 very interesting to do?
   - 43 interesting to do?
   - 38 not very interesting to do?
   - 3 not at all interesting to do?

2. Was the subject to be learned
   - 3 too difficult to learn?
   - 34 difficult to learn.
   - 50 easy to learn?
   - 2 very easy to learn?

3. Was the subject matter or experience provided
   - 5 very worthwhile?
   - 57 worthwhile?
   - 25 not worthwhile?
   - 2 not at all worthwhile?

4. Was the time provided to learn
   - 2 much too short?
   - 24 too short?
   - 61 long enough?
   - 2 much too short?

5. The content of the RTL was
   - 38 completely new to me.
   - 26 somewhat new to me.
   - 22 somewhat familiar.
   - 2 completely familiar.

6. If the RTL had a test was it
   - 4 very easy?
   - 43 easy?
   - 41 difficult?
   - 1 very difficult?

7. If the RTL had a test it was
   - 1 very unfair.
   - 8 unfair.
   - 64 fair.
   - 9 very fair.

8. To what extent do you think you learned what was being taught?
   - 32 I learned.
   - 41 I learned a little.
   - 16 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 2 not at all satisfied.
   - 27 not satisfied.
   - 56 satisfied.
   - 4 very satisfied.

10. Learning in this RTL was
    - 8 very challenging.
    - 54 somewhat challenging.
    - 26 not very challenging.
    - 1 not at all challenging.

11. Overall rate this RTL from 1-10

1	1 ("Awful")	6	12
2	1	7	15
3	7	8	12
4	13	9	6
5	22	10	0 ("Great")

mean = 5.8

n = 89

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Ohio State University

The Freckles and Film Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. [illegible] will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   _____very interesting to do?
   _____interesting to do?
   _____not very interesting to do?
   _____not at all interesting to do?

2. Was the subject to be learned
   _____too difficult to learn?
   _____difficult to learn.
   _____easy to learn?
   _____very easy to learn?

3. Was the subject matter or experience provided
   _____very worthwhile?
   _____worthwhile?
   _____not worthwhile?
   _____not at all worthwhile?

4. Was the time provided to learn
   _____much too short?
   _____too short?
   _____long enough?
   _____much too short?

5. The content of the RTL was
   _____completely new to me.
   _____somewhat new to me.
   _____somewhat familiar.
   _____completely familiar.

6. If the RTL had a test was it
   _____very easy?
   _____easy?
   _____difficult?
   _____very difficult?

7. If the RTL had a test it was
   _____very unfair.
   _____unfair.
   _____fair.
   _____very fair.

8. To what extent do you think you learned what was being taught?
   _____I learned.
   _____I learned a little.
   _____I learned very little.
   _____I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   _____not at all satisfied.
   _____not satisfied.
   _____satisfied.
   _____very satisfied.

10. Learning in this RTL was
    _____very challenging.
    _____somewhat challenging.
    _____not very challenging.
    _____not at all challenging.

11. Overall rate this RTL from 1-10

1_____("Awful")	6_____
2_____	7_____
3_____	8_____
4_____	9_____
5_____	10_____("Great")

mean = _____

n = _____

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Ohio State University

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 1 very interesting to do?
   - 17 interesting to do?
   - 14 not very interesting to do?
   - 2 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 4 difficult to learn.
   - 17 easy to learn?
   - 12 very easy to learn?

3. Was the subject matter or experience provided
   - 1 very worthwhile?
   - 13 worthwhile?
   - 12 not worthwhile?
   - 8 not at all worthwhile?

4. Was the time provided to learn
   - 1 much too short?
   - 3 too short?
   - 22 long enough?
   - 7 much too short?

5. The content of the RTL was
   - 29 completely new to me.
   - 3 somewhat new to me.
   - 2 somewhat familiar.
   - 0 completely familiar.

6. If the RTL had a test was it
   - 13 very easy?
   - 14 easy?
   - 1 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 3 unfair.
   - 17 fair.
   - 8 very fair.

8. To what extent do you think you learned what was being taught?
   - 11 I learned.
   - 11 I learned a little.
   - 11 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 10 not at all satisfied.
   - 11 not satisfied.
   - 12 satisfied.
   - 1 very satisfied.

10. Learning in this RTL was
    - 2 very challenging.
    - 6 somewhat challenging.
    - 14 not very challenging.
    - 12 not at all challenging.

11. Overall rate this RTL from 1-10

1	6 ("Awful")	6	5
2	2	7	1
3	6	8	1
4	3	9	2
5	6	10	0 ("Great")

mean = 4.2

n = 32

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Ohio State University

The Bowline Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 7 very interesting to do?
   - 8 interesting to do?
   - 0 not very interesting to do?
   - 0 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 3 difficult to learn.
   - 10 easy to learn?
   - 2 very easy to learn?

3. Was the subject matter or experience provided
   - 5 very worthwhile?
   - 10 worthwhile?
   - 0 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 0 too short?
   - 15 long enough?
   - 0 much too short?

5. The content of the RTL was
   - 13 completely new to me.
   - 1 somewhat new to me.
   - 0 somewhat familiar.
   - 1 completely familiar.

6. If the RTL had a test was it
   - 3 very easy?
   - 12 easy?
   - 0 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 0 unfair.
   - 8 fair.
   - 7 very fair.

8. To what extent do you think you learned what was being taught?
   - 14 I learned.
   - 0 I learned a little.
   - 0 I learned very little.
   - 1 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 0 not satisfied.
   - 8 satisfied.
   - 7 very satisfied.

10. Learning in this RTL was
    - 0 very challenging.
    - 13 somewhat challenging.
    - 2 not very challenging.
    - 0 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	0
2	0	7	6
3	0	8	5
4	0	9	2
5	0	10	2 ("Great")

mean = 8.0

n = 15

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Ohio State University

The Drug Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 5 very interesting to do?
   - 13 interesting to do?
   - 4 not very interesting to do?
   - 1 not at all interesting to do?

2. Was the subject to be learned
   - 1 too difficult to learn?
   - 10 difficult to learn.
   - 8 easy to learn?
   - 4 very easy to learn?

3. Was the subject matter or experience provided
   - 4 very worthwhile?
   - 17 worthwhile?
   - 2 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 3 much too short?
   - 14 too short?
   - 5 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 0 completely new to me.
   - 4 somewhat new to me.
   - 14 somewhat familiar.
   - 5 completely familiar.

6. If the RTL had a test was it
   - 6 very easy?
   - 8 easy?
   - 8 difficult?
   - 1 very difficult?

7. If the RTL had a test it was
   - 1 very unfair.
   - 2 unfair.
   - 15 fair.
   - 5 very fair.

8. To what extent do you think you learned what was being taught?
   - 13 I learned.
   - 8 I learned a little.
   - 2 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 6 not satisfied.
   - 14 satisfied.
   - 3 very satisfied.

10. Learning in this RTL was
    - 6 very challenging.
    - 12 somewhat challenging.
    - 13 not very challenging.
    - 2 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	1
2	1	7	2
3	0	8	5
4	4	9	4
5	1	10	2 ("Great")

mean = 7.1

n = 23

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O.R. Cruickshank
Ohio State University

The Spelling Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   _____very interesting to do?
   _____interesting to do?
   _____not very interesting to do?
   _____not at all interesting to do?

2. Was the subject to be learned
   _____too difficult to learn?
   _____difficult to learn.
   _____easy to learn?
   _____very easy to learn?

3. Was the subject matter or experience provided
   _____very worthwhile?
   _____worthwhile?
   _____not worthwhile?
   _____not at all worthwhile?

4. Was the time provided to learn
   _____much too short?
   _____too short?
   _____long enough?
   _____much too short?

5. The content of the RTL was
   _____completely new to me.
   _____somewhat new to me.
   _____somewhat familiar.
   _____completely familiar.

6. If the RTL had a test was it
   _____very easy?
   _____easy?
   _____difficult?
   _____very difficult?

7. If the RTL had a test it was
   _____very unfair.
   _____unfair.
   _____fair.
   _____very fair.

8. To what extent do you think you learned what was being taught?
   _____I learned.
   _____I learned a little.
   _____I learned very little.
   _____I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   _____not at all satisfied.
   _____not satisfied.
   _____satisfied.
   _____very satisfied.

10. Learning in this RTL was
    _____very challenging.
    _____somewhat challenging.
    _____not very challenging.
    _____not at all challenging.

11. Overall rate this RTL from 1-10

1_____("Awful")	6_____
2_____	7_____
3_____	8_____
4_____	9_____
5_____	10_____("Great")

mean = _____

n = _____

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Ohio State University

The Vocabulary Task

REFLECTIVE TEACHING EVALUATION FOR THE LEARNER

Title of RTL_____
College Instructor_____ Date_____

This evaluation will be used to help the writers of the RTLs assess them. We will use the information to modify or refine the RTL used today. This evaluation will not in any way be used to evaluate you as a student.

1. Was the RTL
   - 3 very interesting to do?
   - 6 interesting to do?
   - 2 not very interesting to do?
   - 1 not at all interesting to do?

2. Was the subject to be learned
   - 0 too difficult to learn?
   - 1 difficult to learn.
   - 7 easy to learn?
   - 4 very easy to learn?

3. Was the subject matter or experience provided
   - 2 very worthwhile?
   - 8 worthwhile?
   - 2 not worthwhile?
   - 0 not at all worthwhile?

4. Was the time provided to learn
   - 0 much too short?
   - 0 too short?
   - 11 long enough?
   - 1 much too short?

5. The content of the RTL was
   - 0 completely new to me.
   - 4 somewhat new to me.
   - 5 somewhat familiar.
   - 3 completely familiar.

6. If the RTL had a test was it
   - 6 very easy?
   - 6 easy?
   - 0 difficult?
   - 0 very difficult?

7. If the RTL had a test it was
   - 0 very unfair.
   - 0 unfair.
   - 7 fair.
   - 5 very fair.

8. To what extent do you think you learned what was being taught?
   - 7 I learned.
   - 4 I learned a little.
   - 1 I learned very little.
   - 0 I learned nothing.

9. Were you satisfied with this RTL as a learning activity?
   - 0 not at all satisfied.
   - 2 not satisfied.
   - 7 satisfied.
   - 3 very satisfied.

10. Learning in this RTL was
    - 1 very challenging.
    - 6 somewhat challenging.
    - 4 not very challenging.
    - 1 not at all challenging.

11. Overall rate this RTL from 1-10

1	0 ("Awful")	6	1
2	1	7	0
3	0	8	5
4	1	9	1
5	1	10	2 ("Great")

mean = 7.2

n = 12